

**'The real source of worry is the apparently unstoppable ascendancy of the cash criterion'**

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## ENTER THE GRAND PANJANDRUM

The Baker Bill has few surprises for those who have followed the story so far (see the four-page guide which begins on page 12). It is labelled the Education Reform Bill. This is one of Mr Baker's self-regarding flourishes, but who would grudge him his quest for immortality? It is certainly a major piece of legislation which will keep MPs and peers busy for many months to come, and the far-reaching changes which it promises will mark the end of one era and the beginning of another.

Mr Baker has prefaced his every defence of the Bill with impassioned declarations of his good intentions. The aims are impeccable: to raise standards of teaching and learning by putting power in the hands of parents and making the schools more accountable to their consumers. What is at issue, however, are not good intentions but an intricate piece of legislation, and the powers which it will entrust to this and future Secretaries of State. Good intentions are not enough. Everybody knows what path they pave.

A Bill as long as this needs to be looked at, criticized and appraised, bit by bit. Local financial management, for example, is a promising development which has grown out of well-publicized practical experience in Cambridge, Solihull and elsewhere. It is well worth encouraging. Whether it is a good idea to pass a law, enforcing it everywhere and making all 104 local authorities submit schemes to the Secretary of State in London, is less obvious. In any other period it might seem a move which is grotesquely out of character for a Government which values local initiative and says it believes in less government. Even so, local financial delegation deserves to be widely supported at the Second Reading stage, but there needs to be close attention in committee and later on, to the practical arrangements and staffing implications which are beyond the terms of the Bill itself.

Over the wall

At the opposite end of the spectrum of controversy are the provisions for grant-maintained schools - the so-called "opting-out" clauses. Financial delegation is in the Bill because it is a good idea in its own right; it also lays the financial groundwork for opting out.

What has emerged in the past three months is the threat this offers to the Churches' educational activities, and how it undermines the religious settlement so painfully hammered out in the Butler Bill. What has dawned on the Churches is that, in submitting to the Government's right to opt out of the Church of England, the Government is also giving which sets the Church right to "opt out" of the Diocese which set the Church right to "opt out" of the Diocese.

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responsibilities. They are bound to resist the attempt to atomize the system. So, too, is any local authority worth its salt.

Nobody should fall for the flip, Mandy Rice Davies, accusations of self-interest which Mr Baker (and his less inhibited friends) are directing at the bishops - or the local authorities. Even so, even if opting out were a good idea, the existing system would reject it, because it will undermine present relationships and planning mechanisms. But if this happens, new relationships and new planning mechanisms will have to be evolved which is not the end of the world.

Opting out reflects this Government's radical belief in stirring things up - disturbing the cosiness which grows up around the status quo by putting everything up for grabs. The system naturally deplores this, but opting out will create big opportunities for dynamic leadership - lay and professional - at the school level. Many heads will welcome the challenge. The Government clearly hopes there will be more gainers than losers in the upheaval but in so far as they are radicals, not conservatives, they believe that up-ending the status quo is a good thing in itself. This means there are bound to be loose ends and uncertain hopes and threats for the future. This Bill is the beginning of a new chapter, not the end.

**National Curriculum**

The National Curriculum will receive qualified support on all sides at the second reading in the House of Commons on Monday. It has also gone down well in the opinion polls. Most people have always supposed we already had a national curriculum of a sort, even if it was not so clearly defined as, say, the Swedish Lärplan or the Norwegian Mønsterplan, and the big books they spawn. Indeed it is extraordinary to find that a country with the most elaborate machinery for external examinations at the secondary level is now accused of curricular anarchy.

The argument about the National Curriculum will now concentrate on the mechanics - the provisions which the Bill makes for the Secretary of State to "specify" the subjects to be studied, the attainment targets, the programmes of study and the assessment arrangements.

In launching his Bill, Mr Baker noted fears that his 10-subject prescription would absorb some 80 to 90 per cent of the available time. He tried to set these fears aside with a formula which had already been tried out on lobby correspondents and appeared in *The Independent* as "Baker to soften school changes". No percentages would be prescribed, he said; it would be up to each school to teach the content laid down in the "programmes of study" - he doubted if any would be able to do it in less than 70 per cent of time, but this would leave plenty of time

for Latin, domestic science, a second language or whatever.

As *The Times* pointed out, this does little to "soften" the over-prescriptive nature of the 10-subject curriculum as so far expounded, unless the programmes of study, the attainment targets and the state-imposed assessment procedures are also "softened". In any case it is hard to see much time to spare in a 35-period week in which most pupils are being prepared for external examinations in 10 subjects - even assuming ingenious modular strategies.

All these arguments lie outside the debate on the Bill itself, as will the argument about testing and assessment. Everyone agrees that testing is a useful internal tool in the hands of teachers for diagnostic and summative purposes. But everything depends on how Mr Baker sets about combining these purposes in public reports on schools and classes.

What is clear is that politicians in all parties want to get their hands on the content of study and that in the space of less than two years, they have come round to the Kenneth Baker view of the Secretary of State as the Great Panjandrum of the curriculum. This is a most extraordinary conversion but no less sincere for the suddenness of the volte-face - now Mr Baker has opened the gate, what politician will hesitate to follow him, enthusiastically, down the garden path?

What is being introduced is not a national curriculum but a Nationalized Curriculum. From now on, every political party will have to have its "policy" for curriculum. Its manifesto will have to tell the world what is to be added or (less likely) taken away. Enter civics, or peace studies or racist awareness training - or Latin. The Nationalized Curriculum will, in short order, be the politicized curriculum.

This is not to write off in advance the new National Curriculum Council or the School Examinations and Assessment Council - simply to note that these will be composed of people appointed by the Secretary of State, whose advice he will not be obliged to take.

**All to play for**

It is undesirable to go down this road, but not disastrous. The teachers and the administrators, who have to work the system, will rescue the politicians - and the governors of grant-maintained schools - from their more egregious errors and rationalise their intended revolutions.

This must be the saving grace. In the years it will take to put the Bill into effect there will be a great deal to play for. There are acres of detail to fill in. And, at least, the Nationalized Curriculum makes explicit the staffing requirements which, under less clearly defined arrangements, have been easy to disregard. It is up to the schools to see that common sense prevails over ideology.

## Second opinion

### MARK FOR MORALS

No one can doubt that the Government's next priority is "social responsibility" and in particular the need to "raise the quality of the national curriculum".

Far too many of the children of the "permissive generation" are delinquent, lawless and even amoral. A lot of crimes are now committed by the under 17. For those who are tempted to regard crime and moral attitudes as comfortably separate, the new Northumberland Survey of 25 secondary school children provides a timely jolt. Not only did most admit vandalism but, chillingly, the same proportion saw little or nothing wrong in it!

Of course, it would be wrong to assume that such amorality is confined to all British school children, or even that schools are primarily responsible. Nevertheless, schools must accept a share of the responsibility. First, a cause an overly child-centred approach has abandoned too many children to a fate without rules.

Second, the egalitarian anti-disciplinary approach of too many comprehensive schools has denied children the opportunity of displaying responsible leadership. Third, religious education and the spiritual values it ought to impart have been marginalized, as surveys have shown Church schools to have been among the least guilty here.

By extending parents' control over schools, the Government's proposal for open enrolment and local decision-making should contribute strongly to solving these problems. But in the short term their effect on pupils' behaviour may not be evident, as "many family cultures (particularly among the young white working class) are going through a real crisis of confidence".

This is the view of Dr David Wray, a remarkable British headteacher, in a recent article in *Oxford Review of Education*. It is, in fact, a remarkable view. In what he suspects, he is right, that what is even more crucial in raising standards of behaviour in schools, by giving children unequivocal moral leadership, is the national curriculum.

Sadly this is an opportunity that the curriculum looks set to miss. For the clean criteria for academic achievement, are to be clearly laid down, even at a specific mention. The intentions of the Government are in doubt. But religious education needs to form part of the core and should lay down unambiguous standards of behaviour and good personal discipline and pupil responsibility.

What those moral guidelines should be will become the source of argument and even controversy. School uniform, a disciplinary code and prefect system, a school pioneer corps, links with local charities and parent groups, truancy, and even standards of hygiene should be set down.

Such activities can be assessed, indeed, the Japanese national curriculum contains cheerfulness, tidiness, thrift, hard work and even "a lively and pure mind" as measures of a school's achievement. More radically, the lessons of the Boston and London Olympics could be extended to all schools. Sponsoring companies can give an incentive towards good behaviour and pupil responsibility, by guaranteeing jobs for leavers provided their standards are met.

While it is encouraging to hear of work in the DES on assessment of qualities, it is equally surprising that they are absent from the proposed national curriculum. For children's behaviour as well as their achievement, this is a challenge which the Government must respect. The national curriculum must be an instrument.

Anthony Coombs

Anthony Coombs is MP for Weymouth and secretary of the Conservative Backbench Education Committee.

## IN BRIEF

### Regulations relaxed

Regulations governing teacher training courses are to be relaxed to allow more entrants without formal qualifications. The move will open entry to applicants from Access courses set up to attract mature students, particularly from the ethnic minorities, into higher education.

### Two-day strike

Nineteen members of the National Union of Teachers staged a two-day strike at the St Francis Xavier high school in Liverpool this week.

The action is in support of a teacher who refused to cover for a colleague who had been absent for three days. The union claims the head, Brother Francis, was in breach of a local authority agreement.

But Brother Francis said that under the 1987 Teachers Pay and Conditions Act teachers were obliged to ensure adequate cover.

### Pay action

College lecturers in the north of England, Ulster and Hertfordshire staged one-day strikes this week over pay.

The action, the latest round in the battle between the union and the Labour-led local authority employers over the offer of a 9.3% pay rise tied to a 22-hour teaching week.

### Fewer places

Rochampton Institute has lost 50 teacher training places in the allocations for 1988, announced last week.

It is one of five which have had their numbers cut. Fifteen other institutions, however, had their number of places increased.



### EOC chairman

Mrs Joanna Foster (above), head of the Pepperell Unit, the equal opportunities division of the Industrial Society, will succeed Lady Platt as chairman of the Equal Opportunities Commission next May.

### Closure campaign

MPs from both sides of the House are being called on to join the campaign to save Woolverstone Hall, the Inner London Education Authority boarding school threatened with closure.

The authority has voted to close the Suffolk-based school in 1992.

Mr Tim Yeo, Conservative MP for South Suffolk, met Woolverstone Hall governors last week and promised to approach London MPs in an attempt to put pressure on Mr Kenneth Baker to reverse the closure plan.

### Recruitment drive

A £80,000 campaign to attract final year undergraduates and recent graduates into teaching has been launched by the Teaching as a Career Unit, the group set up in April by the DES and local authority associations.

The five-week campaign focuses on the shortage subjects - maths, physics, craft, design and technology and business studies. Press advertising will consume most of the budget.

TASC is in Room 4/17, DES, Elizabeth House, York Rd, London SE1. Phone: 01-934 9587/0645.

### Hosed-off

A village school had to be closed on Monday last week after a visit by hard-drinking football supporters. Headmistress Gillian Smith also called in the fire brigade and a team of caretakers to hose down Cradlington primary school, near Telford, Shropshire. She said about 100 Stockport County fans urinated against buildings and into air vents.

## NEWS



## Born to win - TES book awards

Childbirth, the American West and outer space all feature among the winners of this year's TES Book Awards.

The winner of the Junior Information Book Award is *Being Born*, published by Dording Kindersey. World-famous natural childbirth expert Sheila Kitzinger plots the journey of a foetus from conception to birth in a text which accompanies startling pre-natal photographs by Lennart Nilsson.

The honours are equally divided in the senior section between two very different books: *Galaxies and Quasars* (Franklin Watts) by Nigel Henbest and popular astronomer Heather Couper, and *The Ultimate Alphabet* (Pavilion) by Mike Willis. The first tackles a difficult subject with, according to the judges, "vigour, style and economy of language" illuminated by superb artwork. The other consists of a series of detailed paintings containing the illustrations for more than 7,000 words - everything from dinosaurs to medieval instruments.

In its second year, the Schoolbook Award also goes to two books: *New Perspectives 7*, by Angela Bell and Hugh Knight, published by Oxford University Press, which led the field in the English section, and Longman's *The American West*, by Rosemary Rees and Sue Styles, equally highly rated among the history contenders.

The winning authors were presented with cheques to the value of £500 (or £250 each in the case of shared authorship) by author and broadcaster Edward Blighen at a ceremony at St John's Gate yesterday. Judges' reports: pages 24 and 25

## Graduates in literacy study

by Ian Nash

People with degrees and professional qualifications are among an estimated six million adults with reading, writing and arithmetic problems, according to the report of a national survey published this week.

Many failed to be diagnosed as needing remedial help at school and are now holding demanding and senior jobs despite their handicaps. For a considerable number, however, the problems have wrecked employment, training and promotion prospects.

The study was based on interviews with 12,500 people born in a single week of March 1958 and followed up for the National Child Development Study.

Although only 2 per cent of adults who had attended grammar schools reported problems, one in six who went to secondary moderns had later literacy and numeracy problems compared with fewer than one in eight from comprehensives.

One in 12 reporting problems had attained A level GCE or equivalent and almost one-third had CSE, GCE O level or a craft qualification by the age of 23, when they were interviewed.

Only 7 per cent of those with problems could neither read nor write at all and only 8 per cent could not add, subtract, multiply or divide figures, suggesting that barely 1 per cent of the population is illiterate or innumerate.

Almost twice as many men as women have problems with reading and writing, but slightly more women have numeracy difficulties. Just on half of those in trouble said job prospects were hampered as a result. One in eight said they were let down in vocational training and 6 per cent said their promotion prospects were damaged.

Percentage of children in different types of schools reporting basic skills difficulties as adults

	Total number of children in this type of school	Per cent reporting basic skills difficulties later
Comprehensive	5,813	13
Grammar	1,123	2
Secondary modern	2,162	17
Technical	53	1
Public School*	366	9
Direct grant	243	4
Special school	139	69
Approved school	13	31
Other	84	17
All schools	9,996	13

\*"Public schools" here includes all types of non-maintained and private schools including some offering remedial education.

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LOOKING AFTER YOUR INTERESTS

## COMMENT

### TROUBLE WITH THE BASICS

The latest harvest from the National Child Development Study - *Literacy, Numeracy and Adults* - published by the Adult Literacy and Basic Skills Unit (page 31), provides yet another vindication of the longitudinal survey technique. The cohort of babies born between March 3 and 9, 1958 has provided the raw material for a series of studies of education and personal development in the past 30 years.

The ALBSU study uses information gleaned in a poll of 12,500 members of the cohort, carried out when they were 23. Respondents were asked if they had any difficulties in basic skills - that is, the basic practical competencies relating to reading, writing, spelling and maths. Some 10 per cent reported difficulties in reading; some 13 per cent, overall, reported difficulties in one or other basic skill.

Of course, "self-report" tends to leave you wondering how variously respondents defined "functional" literacy and numeracy: that is, the things all men and women. Of the 13 per cent who reported difficulties with basic skills, only 1 per cent said they could not read or write - that is, less than 1 per cent of the whole cohort. This needs to be borne in mind in the face of headlines about the "lowest proportion reporting problems" produced by the independent schools of all kinds (misleadingly described in the report as "public schools"), compared

with those who had difficulties were assessed by their teachers at "C" as unable to cope. The other three-quarters either slipped through the net or, if they did not, gave important clues to later events, but here, too, there were strange anomalies: 15 per cent of those who later ran into difficulties were judged to be of "outstanding ability" at seven, guaranteeing that the



"I keep hearing these strange turning noises"

hensives and secondary moderns. About a quarter of those who later had difficulties were assessed by their teachers at "C" as unable to cope. The other three-quarters either slipped through the net or, if they did not, gave important clues to later events, but here, too, there were strange anomalies: 15 per cent of those who later ran into difficulties were judged to be of "outstanding ability" at seven, guaranteeing that the

## NO COMMENT

"You Won't Die of Boredom on This Job". The CIA (Central Intelligence Agency) will be on campus to interview students for a wide variety of positions. For more information contact the placement office, extension 7.





## Loose thinking

Michael Sterne joins the business school debate, started by Norman Flynn and Professor David Weir\*, about management of the education service by market forces

### The market fallacy

"Mintzberg", says Professor Weir, "pronounced that the more professional an organization, the more centralized its structure..." Mintzberg also said, "Units are naturally inclined to pursue narrow goals that pertain to their own function at the expense of broad or formal goals that pertain to the overall organization."

The process by which individual schools working in isolation, albeit within a framework of a national curriculum, are to deliver Weir's more skilled, competent, national labour force - if that is indeed the function of education - is nowhere explained. Weir's argument appears to be: the only thing that works is the market; place; the Government is introducing the discipline of the marketplace; therefore the Government must be supported. Which is to argue from an incorrect premise through a faulty observation to a false conclusion.

In the things it believes important, the Government is no more committed to the market than is First Secretary Gorbachov. Defence, agriculture, the police, even the National Health Service, are all well insulated. So, of course, will education continue to be. In a truly free market, far too many people would prefer a reasonable diet housing or clothing to the education of the labour force. Education is both consumption and investment; the consumer is the child, who has no choice. It is both a public and a private good. It cannot be the subject of simple economic analysis. The time-scale for returns on investment is too long and the returns for the individual too uncertain. We spend the money because that is what civilized societies do.

Free-marketisers seem never to choose their examples from Sweden. Sweden, over 50 years, has been second only to Japan in rate of economic growth. It has consistently spent the highest proportion of its Gross National Product on the public sector of any developed nation. Japan and Sweden have in common that they were among the earliest in adopting universal compulsory education.

### RE: CANTATA

"I Have A Dream"

John Bell's address is: 42 Bonhill Avenue, Waltham Abbey, Essex, EN9 1LB.

A hundred years before that, Britain had the best educated population. Hence the industrial revolution started here. Today, Sweden and Japan retain nearly all their 18-year-olds in full-time education. Our proportion is almost the smallest in the developed world. Changing that should be the priority. Free-marketisers believe that people make rational, economic decisions. Leaving aside the prerequisites of knowledge and information, the assumption is: the way real people behave. Why does the market not correct the imbalance in remuneration between men and women? Why do people pay very high rates of interest on credit cards while earning much lower rates from savings?

A popular irrationality is that you can foretell the future from the past. If markets are rising, they will go on rising. Lightning never strikes twice. The number 30 will not come up because it came up last time.

The free-market analogy is to work by offering choice of school (provided there is room), informed by the results of last year's examinations. The schools that do well should attract the most pupils and market forces will ensure that the others compete to do as well or go under.

The fallacy lies in the assumption that because a school did well last year, it will do well six years later. Heads, and circumstances, change. The bet is too risky for a rational person. One of the main determinants of performance of a school is the nature of the intake. Pupils are both an input and an output. How does the market cope with that? And what product are the parents buying? Is it good education or status? Will it improve the labour force if white parents choose the school which has the fewest black pupils? And what if there is only one accessible school?

We applaud a system in which "the majority" of people, as entrepreneurs, can, in his inelegant phraseology, stick two fingers at the rest of society: "It sounds unpleasant, and absurd - the majority cannot be entrepreneurs."

**The time allocation fallacy** As a neophyte administrator in Manchester in the mid-sixties, I investigated various aspects of examination performance in the sixth form. I had the 11-plus scores of most of the candidates. I was able to compare the performance of the grammar and technical schools and found that the main variable affecting A level performance was the number of A level subjects entered.

The more subjects (and presumably the less curriculum time spent on each) the higher the pass rate in each subject. This outweighed the ability of the children at 11, sixth form size and group size. A grammar school entering pupils for an average of under three subjects had a pass-rate per subject much inferior to a small technical high school entering each pupil for four subjects.

Then there is the second foreign language. There are a variety of arrangements for this. Mostly the pupils learn the second language for fewer years. Sometimes they learn it for fewer hours a week. Nevertheless, if the results are compared for the same pupils in the two languages, it is difficult to detect differences in performance.

The fallacy is in the model of learning that is assumed. The brain is not a vacant receptacle awaiting the shovelling-in of knowledge. Nor is learning to be equated simply with teaching. It makes no sense to define a curriculum in terms of the time allocated to different subjects.

**The testing fallacy** Manchester, in the mid-seventies, introduced testing at 7 and 12. What happened is typical. Initially, it was possible to identify under-performing schools. Teams of inspectors visited them and they improved. As the years passed, the useful information from the tests grew less and less, perhaps because all had improved, perhaps because they had learnt how to ensure

they performed reasonably. Finally, it was insufficient to justify the expenditure of effort. In another authority, I recall seeing displayed on the walls of one classroom the words of a well-known word-recognition test. There was one school, St Wilfred's Newton Heath, which had remarkable results. In four years the results progressed from scores typical of the inner-city to scores more usual in favoured areas. I went and found parents everywhere - in the nursery, in a special pre-nursery parents and toddlers' group and in all the classrooms. The school had engaged nearly all parents as the prime educators of their children and partners of the teachers. This is better by far than a tiny, self-selected minority functioning as an unrepresentative parent body. It turned out that the inspectors knew all about the developments. The tests were not necessary to identify them.

**An active approach** In the mid-seventies, Her Majesty's Inspectors undertook two surveys, of primary and of secondary schools. They supplemented their subjective evaluations with objective tests. HMI found that the primary schools that performed best in the basic subjects were the schools which concentrated on broad learning activities. They found the secondary schools boring places, dominated by external curricula, burdening their pupils with huge loads of writing. This, they attributed to the deadening effect of the exam system.

We need, creative, active, interested, curious and responsive school-leavers able to cope competently with a rapidly changing world where knowledge is not fixed and flexibility is of boring children endlessly. We need people who can make and design, with both books and computers. How they are taught and with what ethos is more important than the subjects and the syllabus.

another school is accessible. Then, we cannot afford to let that notion pass through a declining waiting for market forces to do it. Nor can we afford to let it be independent lay bodies, having been selected, with a feed-back nothing from two to five years later.

Parents have little expectation of which to base a judgement of a school. Rhodys Boysen convinced his pupils that his school was outstanding. At level results he published a mediocre, is a lay governing body likely to be competent to put right should they go wrong? Many such bodies will have a vicinity of able and forceful people. I well recall attending a reception meeting at a school in Manchester and being assured by parents that A level results were excellent. I had looked at the results before the pass-rate consistently averaged per cent or a little below. The pass-rate for the exam board was about 10 per cent.

Unilateral bureaucratic action I did not say anything. I was not to convince them, anyway. Joseph later gave the school his motto as a school of proven merit.

The steady deterioration of comprehensive my own three children attended was obvious to anyone who knew about schools. My children were confirmed by the primary sixth form college. Local parents, however, continued to assume the school, a former grammar school, must be a good one. They protected by the authority (and the school) which worked which was aware of the problem. Amputating the leg is a treatment for a sore toe. Local authorities may well be poorly managed. Parents should be involved. Improving matters, however, requires more than a bit of incantation. "Leave it to the market." It is a delusion that many believe. Decisions taken in ignorance lead up to a good decision. It is to destroy the education system by the way.

Michael Sterne is a former education administrator who now works in the voluntary sector.

\* "A classic machine bureau Norman Flynn; 723, September. An entry fee has to be paid. David Weir, TES, October 1987."

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### The last Straw

Is Mr Baker fit? My sources tell me the Education Secretary has on at least three occasions refused to take part in live television debates with his opposite number Jack Straw to discuss the new Bill.

Occasion One was when TV-am invited the two spokesmen to appear together on *Good Morning Britain* last Friday, the day the Bill was published. When Mr Baker's aides refused to put up any Minister for the joust, Mr Straw was invited to appear alone, and the programme's presenter explained why the Government was not represented.

Occasion Two involved the BBC's rival, *Breakfast Time*. It too, having invited the spokesmen to appear, was told neither Mr Baker nor anyone else was available for the Friday programme. The producer, I'm told, then invited Mr Harry Greenway, the backbench Tory MP, to put the Government's case. Mr Straw agreed to appear. But on Thursday night, the item was pulled from the schedule and Mr Straw was told he wouldn't be needed.

Occasion Three also involved the BBC. *Newsnight* contacted Mr Straw's office, asking if he would take part in a discussion with Mr Baker. Mr Straw's aides were perplexed when he was asked to go, not to the *Newsnight* studio, but to the Corporation's Westminster studio. In the event, the two great men were interviewed separately by the same interviewer, but sitting in the same studio only yards apart. Mr Baker did not look happy.

Cynics also seem to have overcome Mr Baker's junior, Angela Rumbold, who pulled the plug on a live debate with Mr Straw at less than 24 hours' notice. The two were due to cross swords on the BBC's *Education Now*. Disgraced Labour aides have been muttering darkly about the unseen hand of Mr Bernard Ingham, Mrs Thatcher's press officer, and about instructions for Ministers to avoid live debates on sensitive issues of Government policy. They point out that Mr Baker has not been seen to debate his planned reforms with anyone since he became a reporter for a Channel 4 news item last month.

### A new ERA...

The GERBIL may be a pest, but even the Diary has to report something which is clearly of obvious public interest. So here are 10 things you should know about Mr Baker's Bill.

- 1 It is officially entitled, some would say pompously, The Education Reform Bill.
- 2 Ergo, it will one day become the Education Reform Act 1988. This will start a new ERA in education.
- 3 It runs to 182 pages.
- 4 It has 147 main clauses, 149 supplementary clauses and several hundred sub-clauses.
- 5 There are, according to the Labour Party, 178 new powers given to the Secretary of State under the Bill.
- 6 It weighs just under 18 ounces.
- 7 Opting-out takes up most space, with 42 clauses.
- 8 Religious education, takes up, least, with one clause.
- 9 Everything else lines up in between: higher and further education 83 clauses, disposal of assets 24, national curriculum 16, financial devolution 14, ILEA 12, open enrolment 14.
- 10 You now have a "laguage table" which reflects, roughly, the degree of difficulty the Government expects on each issue.

### Acronym

TES staff report on reactions to the Education Bill

## A chorus of disapproval

by Jeremy Sutcliffe and Linda Blackburne

Widespread criticism of the Government's Education Reform Bill has come from parents, teachers' leaders, local government politicians, educationists, the Churches, academics and students.

Mr Fred Jarvis, general secretary of the National Union of Teachers, said the Bill "threatened to break up the education system and set child against child, school against school, and render planning impossible."

Thousands of teachers' jobs would be put in danger, conditions of service would be worsened and professional responsibilities would be undermined, he said.

But there was support from the employers' organization, the Confederation of British Industry, whose newly-appointed director general, Mr John Banham, said the Government could count on its support, particularly for its plans for a national curriculum and devolution of spending to schools.

"British industry has to compete in intensely competitive world markets and its prospects will be damaged if there is further delay and foot-dragging in the introduction of these badly-needed reforms to the education system," he said.

But elsewhere there was overwhelming condemnation, particularly of the Bill's proposals on opting out, open enrolment and higher education.

Both the main teachers' unions roundly condemned the main reforms. Mr John Sutton, president of the Secondary Heads' Association, said the proposals would "damage the

education system". "It is sad that Mr Baker has shown he is not prepared to listen more to the profession. If he is genuine about improving schools he has to carry the professionals with him."

Mr David Hart, general secretary of the National Association of Head Teachers, criticized the lack of detail which left many issues to be resolved later by secondary legislation. "There can scarcely have been a Bill which has given a Secretary of State so many powers by regulation. The power Mr Baker has given himself is, in my view, excessive."

The chorus of criticism is augmented by the other teachers' unions. Mr Peter Smith, deputy general secretary of the Assistant Masters' and Mistresses' Association, accused Mr Baker of ignoring "unprecedented public and professional anxiety" about the plans.

Mr Fred Smithies, of the National Association of Schoolmasters/Union of Women Teachers, dismissed it as "a patronizing and deluded assault on the common sense of parents". Mr John Andrews, of the Professional Association of Teachers, said Mr Baker had shown himself to be "persistently deaf" to teachers' opposition to grant-maintained schools.

Mr James Hammond, deputy general secretary of the National Confederation of Parent-Teacher Associations, said Mr Baker had ignored the views of parents. His organization was particularly concerned about the plans for opting out and the necessity for only a

simple majority of parents. "We think it is ridiculous because it means that a single parent voting in a postal ballot can decide the fate of a whole school. It is totally undemocratic and we would very strongly urge Mr Baker to think again," he said.

Mr Neil Fletcher, leader of the Inner London Education Authority and chairman of the Association of Metropolitan Authorities' education committee, said the Education Secretary's plans to allow London boroughs to opt out of the ILEA would "fragment and destroy a popular high-quality education service". Out of 1,700 responses from individuals and organizations in inner London, only 12 were in favour, he said.

However, jubilant Tory supporters were claiming Mr Baker had passed his first test in the crucial Wandsworth by-election last Thursday.

Labour, which lost the fight in Southfields by 274 votes, claims the Conservative candidate Mr David Farnthorpe, a 30-year-old researcher at his party's head office, won despite the education issues.

The Tories would have been seriously embarrassed if they had lost the by-election because Wandsworth is held up as a model local authority - and is one of the London boroughs planning to opt out of the Inner London Education Authority under the Education Reform Bill.

The borough's Tory leader, Mr Paul Beresford, said: "Mr Baker passed the test."

Mr John Banham, voice of support

Fred Jarvis: teachers' jobs in danger

## Ministers go with grain in Scotland

by Neil Munro

Government proposals for testing and establishing a core curriculum for pupils in Scotland, published last week, are significantly different from those in England and Wales.

Mr Malcolm Rifkind, the Scottish Secretary, announced details to MPs the day before Mr Baker's Bill was published.

Scottish Office Ministers, already sensitive to charges that their educational reforms are simply aping England, were keen to stress that their proposals go with the grain of Scottish education.

Primary pupils will be tested in English and maths only at the ages of eight and 12, which is the point of transfer to secondary education north of the border.

Mr Michael Forsyth, Scottish Education Minister, said there would be no legislation in Scotland, although the consultation paper does threaten it if education authorities and teachers fail to co-operate.

The results of the tests, which the Government insists will be diagnostic only, will be made available to parents and the new parent-run school boards which Ministers intend to set up in two years' time.

Li A consultative paper to discuss the implications for Ireland of the Bill in England and Wales is to be issued early in the new year by Education Minister Dr Brian Mahoney.

The document will give the Government's views on the ways forward in Ulster and examine closely how new policies on a national curriculum can best be applied within the province's different arrangements for taking account of existing curriculum development work. A wide range of views, as well as comments on and amendments to the Bill during its passage through Parliament, will be weighed before final decisions are reached.

Mr John Parkes is permanent under-Secretary of State for Education in Northern Ireland, nor Parliamentary under-Secretary as stated in *The Times* on November 13.

## Churches find no solace

by Bert Lodge

For all the pleading by the Catholics and the remonstrations by the Anglicans, neither church had its misgivings relieved by the Bill's publication.

Both fear that individual church schools could float out of reach of the Church as well as the local authority. In the case of each of the 2,326 RC schools (all are voluntary aided), the diocesan bishop is the trustee and owns the buildings.

In October a deputation from the Catholic Education Council asked Mr Kenneth Baker to modify his proposals so that no Catholic school would be allowed to opt out without the consent of the trustee.

But the only sign of Mr Baker having heard their plea is a requirement in the Bill that the trustees must be informed of any proposed ballot of parents and will have the right to object if any application is made.

Since the publication of the consultative document, the Church of England has revealed a positively nostalgic fondness for the dual system, the partnership between Church and State set up by the 1944 Act.

Before the Bishop of London's open and strongly critical letter to Mr Baker in September stressing that local government was an essential element in the future of democracy, he had already appeared on the platform of the Campaign for Local Education launched by the local authority associations in the summer.

In the same week the Bill was published, Dr Graham Leonard, the Bishop of London, who is also chairman of the C of E board of education, met Mr Baker and, according to a spokesman at Church House, the split was "amiable". Yet, first perusal of the Bill yielded little comfort.

The trust deeds, almost all going back a minimum of over a hundred years, lay down what the school was founded for. The Church has always based its defence in the face of any attempt at interference on them. But the deeds can simply be varied at the will of the Secretary of State "in the interests of the school".

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Kenneth Baker

Angela Rumbold

# REFORM

Labour's Mr Jack Straw had a tricky question he needed answering this week - when a Bishop comes to tea do you serve Madeira with the fruit cake?

That he needs advice on clerical etiquette illustrates the importance of the Churches in determining the fate of Mr Baker's Bill. It is accepted by all sides that the Government cannot be defeated in the House of Commons, and that despite all the huffing and puffing of opponents there is unlikely to be the upsurge of electoral resentment that drives the Whips to inform MPs

**'What could be worse, their lordships will be asked, than that a school should embark on the road to independence with only a bare majority of parents favouring it?'**

that they must on no account die and force unwelcome by-elections. Which leaves the House of Lords alone capable of stalling the Baker juggernaut.

The Lords cannot defeat the Government. The most they can do is to delay the introduction of legislation for a year. All that the Bill's critics can hope is that the peers introduce amendments that the Government will accept, rather than delay its introduction.

It should also be understood that the peers will be reluctant to support amendments that are seen as destructive. Everyone knows that the Government is going to have trouble with its opt-out proposals, but that will not be because an amendment will be moved to delete the appropriate clause from the statute. Indeed, Baroness Hooper, the junior education minister with the daunting task of steering the Bill through the Lords, would be delighted if opponents adopted that strategy because she would win hands down.

What they will do is accept the principle of opting out, but seek to introduce "technical changes" that will effectively thwart the intended aim of legislation. Thus, they will move that a two-thirds majority of parents be required before a school can go it alone. Or they might wish to give a vote to parents with children in feeder primary schools or deny a vote to those whose children will soon be leaving the school.

The difficulty for Baroness Hooper is that such amendments will appear quite reasonable and perfectly consistent with Mr Baker's desire to give greater control to parents. How will the Baroness object to an amendment which seeks to guarantee that grant-maintained schools get off to a flying start by ensuring, through a two-thirds majority, that most parents really do want to abandon the local authority?

What could be worse, their lordships will be asked, than that a school should embark on the road to independence with only a bare majority of parents favouring it? Would this not spell disaster with parent pitted against parent? Would not the brave experiment of the Government be guaranteed success if this amendment were accepted?

Baroness Hooper found herself in a muddle during last Friday's press conference to launch the Bill. Asked whether she expected defeats in the Lords, she initially answered "no" only to say-



## Bishops' move - but which way?

Barry Hugill looks forward to the battle ahead for the Bill in Parliament

under no pressure from journalists, that "insubstantial defeats" were likely. She was rescued by Mr Baker who intervened with an anecdote. He reminded us that during his ministerial career he had twice had Bills to pilot through the Lords. On teachers' pay and on the break-up of the Greater London Council he had been told by the newspapers that the Lords would thwart him and effectively wreck his Bills. But they hadn't because he had taken time and trouble to explain to them what he was trying to do, and he had been vindicated at the end of the day.

Which brings us back to Mr Straw and what to serve the Bishops for tea. Mr Baker has some experience of clerical catering having entertained Dr Graham Leonard only last week. He was seeing Dr Leonard because the 26 "Lords Spiritual" are the strongest non-party pressure group in the Lords. If they can be convinced to accept the Bill, then Baroness Hooper will be spared too many sleepless nights.

The methods employed by the Government to "fix" the Bishops will in due course be worthy of detailed study by students of the modern political process. On the one hand they will be wined and

dined, on the other they will be subjected to a barrage of black propaganda.

The disquiet of the Churches, Anglican, Catholic and non-conformist, is threefold. They fear that religion is not taken seriously as a curriculum subject by many heads and teachers. They believe

**'The methods employed by the Government to "fix" the Bishops will in due course be worthy of detailed study by students of the modern political process'**

that RE must be made a foundation subject and are unlikely to be "sponsored" by Mr Baker's decision to write into his Bill a requirement on all schools to teach RE.

Second, they have the deepest suspicion of the Bill's philosophical foundations. The 1944 Act was seen as an important stage in the process of unifying a nation marked by differences in wealth

Let battle commence: Kenneth Baker was a questioner at the Bill's launch. With him Rumbold (right), while (below) Mr Straw wheels out the responses to the press, most of which have been critical.

and social class. It was the beginning of the democratic consensus that prevailed, up to Government, until 1979 with the rise of Margaret Thatcher.

Mr Baker says that his Bill is concerned improving quality and standards for all, and this can best be done by breaking the local authorities and devolving power down to parents and the heads and governors of individual schools. Few doubt, however, that the secondary purpose is, in the words of education junior minister, Mr Bob Dugde-nationalization of education. Mr Dug

**'Over a period of time, Church leaders worry the number of their schools, while not abandoning their religious orientation, will cease to be under direct control of the Church'**

made it clear that in his view the years 1944 and 1979 were "wasted", and that market forces are allowed to operate in the education sector, the better.

It is the worry that the Bill is the final privatization of schools that has led to the writing that "the untrammelled market forces are not appropriate to the public good... the creeping pace of the education service is no more than would be the outright handing over of schools to commercial enterprise."

The third concern is a more pragmatic one. Schools that opt out will receive a 10 per cent capital expenditure grant; most Church schools receive 85 per cent grant. The financial commitment to voluntary aided schools to apply grant-maintained status is obvious. Over a period of time Church leaders worry that a majority of their schools, while not abandoning their religious orientation, will cease to be under direct control of the Church.

It is on this point that the black propaganda begins. The objections of the Bishops have to do with principle and a lot to do with self-interest. It will be murmured by MPs and Ministers, by journalists. Instead of telling us what we shouldn't do the Church is putting its own order, they will ask innocently. There is much mention of the Bishop of Durham on homosexuality, of the preoccupation of priests with matters political rather than spiritual.

Other than the Bishops, it is difficult to see what Mr Baker has to worry about. There is much soul-searching in the columns of newspapers over the content of the school curriculum but it is unlikely to worry peers or parents. The case for a national curriculum has been put and won; by deciding not to opt out in the Bill or in secondary legislation, the precise percentage of school time to be devoted to the foundation subjects, Mr Baker should silence most of his critics.

The battle will be over opting out and battles, there will be casualties. There is reason to worry that one of the strongest to be played by the anti-opting out lobby is a racial one. As Baroness Hooper has already said, there is a possibility that racially motivated schools may be the price society has to pay for parental choice. There is a case to be made that there is nothing wrong with that - that there is a considerable number of all-white schools at present - and there is an equally valid case that a multicultural society cannot be based on what are, in effect, segregated "cultural grounds" to their children, attending largely Asian schools was there for all to see to be hoped that as the debate develops they think carefully before they speak.

The danger is that in pursuing the overtly racist sentiments will be expressed passions aroused by the recent teaching of Dewsbury when white parents objected "cultural grounds" to their children attending largely Asian schools was there for all to see to be hoped that as the debate develops they think carefully before they speak.

The Government will impose a "guilt" speed up the passage of the Bill through Commons. It should reach the peers by the end of the year, and wait until 1990 before Mr Baker takes his place as Minister of Education. An extra year is not seem long to wait if the educational system is to be reformed.

News Focus, pages 12-15

Diane Spencer reports on a Bradford bilingual initiative

## Spreading the word via a miniature mosque

"Look, it's a Wendy mosque!" cried the children. They rushed into the little domed plywood structure, edged in traditional Islamic patterns, pulled out prayer caps and pretended to read the Koran.

That wasn't quite the reaction expected by the three students from Bradford and Ilkley College who had designed, built and decorated this "mosque" as part of a project called "Storybox". But it had the desired effect of getting the children to read and talk - one girl who hadn't uttered a word since she started school months ago now chattered excitedly.

The art and design students, Janet Whittingham, Avril Clements and Wendy Bird, planned their Storybox to be table-top size, but it grew and now comes complete with secret room.

Theirs is one of three prototypes - the others are a boat and a forest - intended to stimulate bilingual storytelling through drama, dance, writing, audio and video recordings, and using puppets and toys. The students' work will be assessed as part of their final degree.

The project is the brainchild of Norah Woollard, a lecturer in the college's teaching studies department. It is sponsored by the department and the Bradford Education Authority.

At first the "box" was going to be a kind of treasure chest full of books, a tape and maybe a few bits of material to dress up in. But when she introduced the idea to the art and design department the students took over and designed more imaginative structures.

Ms Woollard emphasized that the idea was not to supply "ready made packages" to schools. The project provides seconded teachers to work with staff and children. Storybox materials and resources in community languages.

In return, the school has to link up with another, preferably with a different age range, and produce their own Storybox. They must decide on an objective - either a product or a story-telling event - during their time with the project team and provide information to help research in bilingual development.

During the first term of its formal existence, five links have been established with local schools and another five want to join in.

At Carlton Bolling Upper School, for example, Urdu students are working with pupils at Byron First School to produce bilingual story-books using Bradford Council's Urdu word



Costume drama: waiting to perform at the open day.

processor and the college's printing facilities.

During a recent project open day teachers and students poured in to find out what it was all about. Children from the Drummond Centre and Wyke Manor Upper School performed dance and drama. White pupils from the upper school joined in telling the story of Mittu the parrot, having learnt some Punjabi street-sellers' cries.

Yasmin Ismail and Shazia Yousaf from Wyke Manor recorded the day's events as part of their Certificate of Pre-vocational Education work. "We'll try to make this as painless as possible," Yasmin said, turning the tables and a tape-recorder on me. Storybox fits into initial and in-

service teacher education as well as the art and design course. BED and PGCE students can learn about bilingual development, oracy and literacy while serving teachers can register for INSET courses leading to an accredited unit of a diploma or degree.

But Ms Woollard says the project is now in need of more funds so its work can expand to other languages. She would like to see Chinese and West Indian Creole joining Urdu and Punjabi.

Other Storyboxes are already planned: a shop, a park and a Punjabi house. But it is doubtful that one pupil's irreverent suggestion will see the light of day. She wanted one on Rambo.



Light show: boys from the Drummond Centre hold Diwali candles at the "Storybox" open day.

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# Ministers have been given confidential advice on maths testing and attainment targets. Sarah Bayliss reports

## Measured up and approved - with provisos

Attainment targets for children studying mathematics in primary schools have been given conditional approval by a team of academic experts advising the Department of Education and Science. Their main reservations, contained in a confidential report to ministers, concern time and money.

The team concludes that a valid system of national targets in maths could be devised and help raise standards. However, there are "realistic and essential" provisos; such a system would take between 9 and 15 years to implement fully and would be expensive in terms of research, trialling and in-service teacher training.

Other important reservations are that there should not be undue emphasis on written work and that targets should sit a written test before the age of eight. Targets should also be part of an integrated system of assessment recorded by teachers throughout the school year.

Nor should tests be explicitly related to age. Instead - like graded tests in music - there should be a "developmental hierarchy" of targets which children of any age could tackle.

However, a system of national sampling could be used to inform parents, teachers and the Government, what proportion of children normally reach certain targets by certain ages.

The report, a copy of which has reached *The TES*, runs to more than 160 pages and was commissioned by Sir Keith Joseph, the former Secretary of State for Education.

It is a feasibility study on attainment targets and assessment in primary maths which arose from recommendations in the White Paper, *Better Schools*. For 10 months during 1986/87 a team was based at Kings College, London, under the direction of Dr Brenda Denvir and Dr Margaret Brown.

According to a spokesman at the DES the report has been sent to the working group on maths, of which Dr Brown is also a member. The group is to advise the DES about assessment and programmes of work for implementation under the new Education Act.

A spokesman added that the study had also gone to ministers "in recent days" but that no date had been fixed for publication.

Rolph Schwarzenberger, professor of mathematics in the department of science education at Warwick University and chairman of the study's steering committee, says that the Government's timetable for action announced in April 1987, "made even greater demands on the team".

Their report, he says, is not political but educational, making it clear that "attainment targets may bring both negative and positive consequences, outlining possible ways in which the latter might be enhanced and the former might be mitigated".

Approached by *The TES* this week Professor Schwarzenberger summarized the study's main findings on national targets in the following way: "If you're going to do it, do it properly knowing that it will be very expensive".

The report points out that such a development for assessment in primary education has not been attempted this century. Although it is deemed possible, there is no guarantee that it will raise standards and so, according to the authors, "there is likely to be an element of risk in the undertaking".



Weights and balances: a hierarchy of targets for children of all ages to tackle

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## Charles angers community work plan's critics

Prince Charles has issued a public rebuke to those who oppose the idea of national community service for young people. He calls them "a vociferous minority" - a description which has angered the major youth service and youth bodies.

The phrase appears in an article by the prince in the *Economic and Social Research Council's* newsletter, in which he argues strongly for the introduction of some form of national service of this kind. Calling on the council to explore the possibilities, he says the idea should be considered seriously "and not just swept under the carpet each time it is raised because there is a chorus of criticism from a vociferous minority".

Prince Charles points to the waste of talent and energy and enthusiasm caused by youth unemployment, and says that such under-utilized energy can lead to anti-social frustration. He says that there is much that needs to be done in the country - helping and caring for people, and improvements that could be made to the environment.

"All of us at some stage or the other need to be encouraged to do things that we initially don't like the idea of, but which, on doing them, we find to be not nearly as bad as we originally feared."

"Community service of some kind or another may not appeal to everyone, but I am convinced that many young people would benefit greatly through the discovery of hidden talents and abilities."

Youth workers are dismayed by the prince's statement not only because he is so dismissive of opposition to his views, but because his arguments, they say, closely match that of Youth Call, the lobby group for a national scheme. Although at one time strongly backed by Dr David Owen, then leader of the

Social Democratic Party, and some other prominent figures, the lobby has encountered - almost - unanimous opposition from the youth service, youth organizations and, in particular, the local voluntary agencies already organizing community work for young people.

The latter feared that any attempt to impose a national scheme - either compulsorily, or by strong moral pressure such as the prince's "encouragement" would turn their youngsters against voluntary activity altogether. And the lobby's opponents fear that, having made little headway in public controversy, it is now working behind the scenes to influence people like Prince Charles.

Ms Rachel Burnham, chair of the British Youth Council, said this week: "Prince Charles is quite wrong in thinking that he is opposed only by a minority. Our members have made it plain repeatedly that they don't want this."

Mr Francis Cattermole, director of the National Council for Voluntary Youth Services, said: "Most of the voluntary youth service does not see a national community service scheme as an answer to the needs of young people, and does not think it makes sense by itself. On the other hand, most people would very much welcome opportunities for young people to be active in their communities as part of a well-planned education and training programme for the 16 to 19-year-olds."

Ms Suzanne Reeve, the ESRC's acting chairman, announced in the newsletter that the council, which she says is already supporting a range of work related to the problems identified by Prince Charles, will consider how this can be extended and will "respond to the challenge with enthusiasm".



Rachel Burnham: majority opinion



Prince Charles: talent discovery

## First awards for firm's training schemes

The dream that one day Britain's employers will vie with each other in training came a step nearer last week. More than 1,000 firms had competed for the first batch of national training awards announced by the Manpower Services Commission.

The 60 winners ranged from the Metropolitan Police to a children's hair-dressing chain. There were separate categories for foundation training - awarded mainly for Youth Training Schemes - and for mainstream adult training.

Three special awards were presented by Sir John Harvey-Jones, former chairman of ICI, and this year's national training award "patron", to firms he selected himself. They went to a Glasgow cake manufacturer for its training of three young managers, a GEC division for retraining 300 en-

gineers, and to IBM because Sir John was impressed by the quality and quantity of its YTS training for minority groups.

He said that he regarded the patron's awards as "an extremely important gift" which reflected the things he cared about.

"They are my means of trying to put a bit of influence into tomorrow's world," he said.

Present at the ceremony was a further education officer from Hampshire whose department proved to the MSC that training awards were practicable. Mr Keith Hudson, director of the county's adult programmes, set up a scheme with local firms last year.

One of his staff told *The TES*: "We certainly wouldn't claim that the national awards were our idea, but you could say we provided a pilot, and we hope that local awards will develop alongside the national ones."

Next year, colleges will be able to enter for the awards in a special section for organizations providing training courses.

Edited by Mark Jackson

Edited by Sarah Bayliss

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Geraldine Hackett meets a group of teachers and industrialists who spent a weekend working on ways to improve the curriculum's relevance to industry

## Learning the nuts and bolts

Pupils at Primrose Hill school in Birmingham may get their own production line soon, to make hinges and bolts for a local factory.

That was among the ideas to emerge from a two-day residential "brainstorming" session for teachers and industrialists. A works director offered to supply the materials needed for classes to set up and run their own manufacturing firm.

More than a third of the school's 60 staff spent most of last weekend with the industrialists working out ways to help pupils comprehend the needs of industry and to devise activities that would break down subject barriers. Local firms, the National Girobank, and the engineering training board paid the hotel bill.

The schemes ranged from the production line to a tourism project, with travel agents being asked to judge the best holiday brochure. One suggestion was that local firms could be asked to help pupils to design equipment for handicapped people.

Primrose Hill is a large comprehensive in Kings Norton where staff have been considering the problems of introducing cross curriculum work that draws on the experience of pupils going out to local firms. The English department was particularly impressed at work produced by fourth-years who had spent time with local companies. "At the moment it is TVEI pupils that go out, but it could be many other students," said Mrs Linda Drake, an English teacher.

The intention is not to turn out operatives for industry but to work in partnership with firms. Mr Peter Thorpe, deputy head of the upper school, points out that industry in the West Midlands has been run down and the school would do pupils a disservice by turning out "factory fodder".

As part of the weekend, teachers and the eight executives from companies and training boards, had to organize their own mini-enterprise making water plant sprays.

Before any projects get off the ground, the 24 teachers on the course will have to convince the rest of the staff that such ideas would be an improvement of the curriculum.

And, as the school's head, Mr Gordon Green, a former president of the National Union of Teachers, pointed out at the end, the teachers not present may be sceptical or cynical, or concerned that their areas of responsibility were being threatened.

● Certificate of pre-vocational education students at Birmingham's Joseph Chamberlain sixth form college have designed and fitted out their own careers room, complete with computer wiring. They will use it to run their own computer-linked career information service for the college.



Teachers and executives organized their own mini-enterprise.

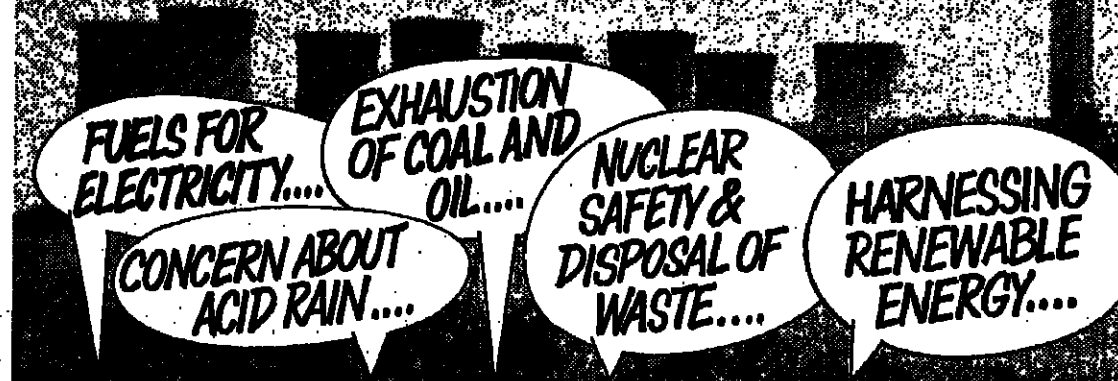
## Education - open horizons



Didacta 88 Basel February 2-6

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## WHAT ABOUT TOMORROW'S ENERGY?



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The much-heralded Great Education Reform Bill has now been published and is due for its second reading in the House of Commons next Monday. In the next four pages, we reprint key passages from the Bill, and TES reporters analyse each section, its likely impact, and any changes made as the result of the consultations.

## Gaining leverage

Mr Kenneth Baker introduced the Education Reform Bill into the House of Commons last Friday with the claim that it was "a charter for better education". He added, "It is fundamental purpose is to level up educational standards."

"The Bill will galvanize parental involvement in schools. Parents will have more choice. They will have a greater variety of schools to choose from. We will create a new type of school. Parents will be far better placed to know what their children are being taught and what they are learning."

"The Bill will also release and focus the energies of headteachers, their staff and school governors. Control of school budgets will be pushed down to the level of individual schools. And the Bill will introduce competition into the public provision of education. This competition will introduce a new dynamic into our schools' system which will stimulate better standards all round."

The Bill, which has 147 clauses, will receive its second reading on Monday. Ministers expect that it will complete its committee stage by Easter and have passed through the House of Lords by the summer. They hope to have it on the statute books by autumn of next year.

Despite the unprecedented 16,500 replies received by the Department of Education and Science in response to the consultative documents published earlier this year, many of them critical of the planned reforms, the Government has made little alteration to its proposals.

Only three major changes have been made to the Bill as outlined in earlier documents. The curriculum section has been amended to seem less prescriptive; chief education officers will be required to advise governing bodies on the appointment of heads; local councillors will be eligible for election to the chairmanship of further education colleges.

The Government has not changed its proposals on the break up of the Inner London Education Authority, but has added a clause giving the Education Secretary power to abolish the LEA entirely if eight or more of the 13 boroughs decide to opt out. If that were to happen the remaining five boroughs would be obliged to take over responsibility for their own education.

As widely expected, Mr Baker has retreated

from the suggestion that the three core subjects of the national curriculum - maths, English and science - along with seven foundation subjects should take up 90 per cent of the school timetable.

"We don't intend to lay down either in this Bill or in secondary legislation a precise percentage of subjects," he said. "It will be up to schools, heads and local authorities to deliver the national curriculum and bring children up to the level of attainment targets."

The plan to introduce testing at the ages of 7, 11, 14 and 16 goes ahead although Mr Baker explained that he was flexible about those at 7. Curriculum content will be determined when the working groups empowered to advise the Education Secretary have reported. Mr Baker has given himself powers to introduce secondary legislation laying down "broad guidelines for programmes of study". He will also introduce secondary legislation specifying the form that the tests should take.

In a major concession to the Churches, Mr Baker has required I.e.s.s. governing bodies and headteachers to ensure that religious instruction is taught for a "reasonable time" in every school. And in its opening paragraphs the Bill asserts the obligation of schools to provide "a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils".

In the most controversial section of the Bill, governors of all secondary schools and every primary school with more than 300 pupils are given the right to apply for grant-maintained status independent of the local authority. Applications must be supported by a simple majority of parents voting in a secret ballot.

The Bill contains no time-limit to be met before a grant-maintained school could apply to change its character. It states that a school wishing to change its status must apply to the Education Secretary.

No reference is made in the Bill to school charges nor to bogus degrees. The Government intends to move amendments, probably during the committee stage, empowering local authorities to charge for certain activities, and to stop institutions offering bogus degrees.

Barry Hugill



## EDUCATION REFORM BILL

The major proposals are:

- An end to artificial limits on parents' first choice of schools.
- Control of school budgets to be handed over to governors of secondary schools and larger primaries.
- Schools to be given the right to "opt out" of local authority control and receive direct government funding, subject to a simple majority vote.
- A national curriculum with three compulsory subjects - English, maths and science - and seven foundation subjects.
- Testing for all children at 7 (or thereabouts), 11, 14 and 16.
- A compulsory daily act of collective worship although pupils could be put in separate groups.
- Religious education to be taught for a "reasonable time" in every school.
- Individual London boroughs to be allowed to opt out of the ILA.
- Polytechnics to be established as semi-independent corporations.
- Commissioners to review university charters to abolish academic tenure.
- A University Funding Council to replace the University Grants Committee.
- A Polytechnics and College Funding Council to administer Government funds.
- Control of further and higher education college budgets to be devolved to governing bodies.
- Reform of the size and composition of the governing bodies.

## OPEN ENROLMENT

Local education authorities and governing bodies of voluntary-aided schools will lose the power to set a ceiling on school admission limits. That power will instead pass to the Secretary of State.

The Government's intention is to ensure school admission limits are not set at a level lower than their physical capacity. To this end, every school will have to take pupils until its "standard number" has been reached. This is defined as either the number admitted in September 1979, or in its first year if it is a new school. The standard number will also be raised automatically if extra pupils are admitted next September, the year before the legislation is expected to take effect.

If a school governing body decides it has room to take in more pupils, it can apply to the I.e.s.s. to raise its admission limit. If the I.e.s.s. refuses, the school can apply direct to the Secretary of State.

The same process applies if the responsibility for admissions lies with the governing body. The I.e.s.s. can apply to the Secretary of State if it decides the governors have fixed an artificially low ceiling.

I.e.s.s.s and schools will lose their powers to lower intakes, which will pass instead to the Secretary of State. If whoever is responsible for admissions wants to lower a school's intake, it must publish its proposals.

Any 10 local voters can get together and object to such proposals. So can governing bodies of schools affected by the plans. This will allow parents campaigning to get their children into a popular school a formidable weapon against any attempts to lower the intake.



## Competition for full capacity

Publication of the proposals will be followed by a two-month period during which objections, which may also come from surrounding local authorities, may be made.

The Secretary of State will then be

empowered either to refuse the application, approve it, or after consultation with the local authority, to set a limit on the number of pupils between the current and the proposed limit.

I.e.s.s.s of governing bodies must

keep admission limits under review, "having regard to any change in the school's capacity to accommodate pupils" (clause 18).

A school's capacity will be considered to have changed if "there is any change in the amount of accommodation available for use by pupils at the school", or if "there is any change in the number of pupils for whom accommodation may lawfully be provided at the school" (clause 22).

The immediate impact of open enrolment will vary from area to area, and will be most dramatic in author-

ities badly affected by falling school rolls. This is because authorities will lose their power, under the 1944 Education Act, to set limits up to 10 per cent below a school's physical capacity.

But the effect will be felt almost everywhere. Once financial management is devolved to schools, they will have incentives to compete for pupils. Successful schools will be able to expand up to their 1979 capacity, bolstered by per capita funding. Others will eventually, perhaps after years of decline, go to the wall.

Critics of open enrolment claim that present system achieves, or very nearly achieves, the maximum amount of choice consistent with providing equal opportunities for all state pupils. The first choice school. Under open enrolment, any improvement will be slight, and achieved, they argue, at the expense of parents whose children remain in less popular schools.

A second area of contention, highlighted by the recent case of the Dewsbury parents who are refusing to send their children to a mainly Asian school, is whether open enrolment will lead to an increase in the number of racially segregated schools. Significantly, this is not denied by Government Ministers.

Mr Baker last week pointed out there were already 250 schools in the country where 75 per cent or more of pupils came from ethnic minority backgrounds. The Government believes private choice should prevail.

Changes: none  
Implementation: September 1990.

Jeremy Sutcliffe

## Laying down the foundations

### NATIONAL CURRICULUM

As expected, the clauses on the national curriculum pave the way for a foundation curriculum for 5 to 16-year-olds that will be backed up by programmes of study, attainment targets and assessment at around 7, 11, 14 and 16.

The package, hailed by the Education Secretary as the "bedrock" of the Government's Reform Bill proposals, is designed to bring coherence to the system, raise standards in schools by making the goals more explicit, and provide pupils with the "knowledge, skills and understanding" they need for adult life.

The clauses differ little from those outlined in the Government's much-criticized national curriculum consultative document. A move to strengthen the position of RE and a promise to set up a Curriculum Council for Wales are the only two concessions made.

Mr Baker might rightly claim widespread support for the principle of a national framework. But he will know only too well that the debate over detail still has plenty of time to run. The Bill merely sets out the scaffolding. Programmes of study, attainment targets and assessment and testing arrangements will be introduced for individual subjects by order. Consultations lasting at least a month will be allowed on draft orders for programmes of study and attainment targets alone.

Unless amended, the legislation will apply only to maintained, including grant-maintained, schools in England and Wales.

Pupils will take core subjects in English, maths and science, and in Welsh at Welsh-speaking schools. The foundation subjects will comprise history, geography, technology, music, art, P.E., and, at secondary level, a modern foreign language. (Welsh will become a foundation subject in the principal's non-Welsh speaking schools, but the Education Secretary will have the power to order that this should not apply.)

Youngsters will be assessed towards the end of the school year in which most children in the class reach 7, 11, 14 and 16. In mixed age classes, heads will be able to defer assessment for those who are too young.

The Government stops short of making RE a foundation subject. But in a move to placate the Churches, it restates its commitment to those sections of the 1944 Education Act that make religious instruction compulsory and that stress the importance of pupils' moral and spiritual development. The Bill also makes new provision for parents to complain if RE is not taught.

The Bill does not specify any timetable for implementation, but it does impose a duty on the Education Secretary to establish a "complete" national curriculum "as soon as is reasonably practicable", taking the core subjects first.

It also provides for core and foundation subjects to be taught before all the programmes of study and attainment targets are ready so schools can adjust their timetables. The Government wants to get moving, probably in September 1989. By that date, detailed packages are only likely to be available for maths and science.

### Welsh provision

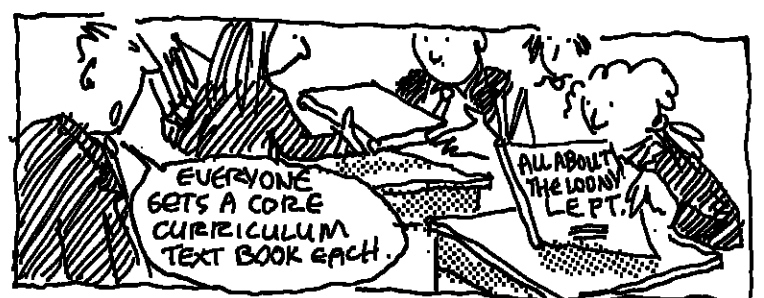
The Bill makes separate provision for Wales on a number of issues affecting schools and colleges. The national curriculum, in the principal's, will include Welsh as a core subject in designated bilingual schools and those in Welsh speaking areas.

It will be taught as a foundation subject in the rest of Wales. It will be able to exempt schools in Anglicized areas if the majority of parents are against its introduction.

A separate curriculum council for Wales, with extensive consultative powers will also be established.

No changes are envisaged at higher education level in Wales - teacher training colleges, higher education institutes and the polytechnic of Wales will remain under I.e.s.s. control.

Iola Smith



In a further regularizing move, the Bill bans the teaching of any course leading to an external qualification unless the qualification and syllabus have been approved by the Secretary of State or a designated body. (This applies to qualifications "authenticated" by anyone except the school's staff.) The Education Secretary is given reserve powers over qualifications offered to 16 to 19-year-olds in full-time education.

Central to the Government's blueprint is a desire to make schools more accountable. To this end, the Secretary of State will be able to require I.e.s.s.s. governing bodies or heads to provide information on assessment and syllabuses, copies of curriculum policy statements and governors' annual reports. The relevant regulations, to be made after consultation, may allow copy documents to be charged for.

Parents will still be able to complain to the Education Secretary under the 1944 Act. But they will have to take any grievances about the national curriculum, RE, use of external qualifications and availability of information first, even if the complaint is against the local authority. (The con-

sultative document proposed that complaints against I.e.s.s.s should be made direct to the Secretary of State.) Separate arrangements will be made for grant-maintained schools.

The Bill seeks to ease the life of headteachers by repealing the part of the 1986 Education (no. 2) Act which required them to choose between the I.e.s.s.s curriculum policy and the policy as modified by the governors. If the Bill becomes law, they will have to ensure implementation of the I.e.s.s.s policy modified by the governing body's statement.

To maintain some degree of flexibility, the Education Secretary will be able to amend, by order, the list of core and foundation subjects, the key ages, and attainment targets, programmes of study and assessment arrangements. The requirement to assess at around 7 will be amendable for particular subjects.

Individual schools might be excluded from all or part of the national curriculum so development work can take place.

Proposals to safeguard special needs pupils are the same as those outlined in the consultative document and, as such, are likely to be further criticized as inadequate. Statements made under

of State; and (c) in relation to schools in Wales which are not Welsh-speaking schools, Welsh.

4-(1) It shall be the duty of the Secretary of State to exercise the powers conferred by subsection (2) below as to:

(a) to establish a complete national curriculum as soon as is reasonably practicable (taking first the core subjects and then the other foundation subjects); and

(b) to revise that curriculum whenever he considers it necessary or expedient to do so.

2-(1) The Secretary of State may by order specify in relation to each of the foundation subjects:

(a) such attainment targets; (b) such programmes of study; and (c) such assessment arrangements, as he considers appropriate for that subject.

3-(1) An order under subsection (2) above may provide that, in such cases as may be specified in the order, the provisions made by the order shall have effect with such modifications as may be so specified.

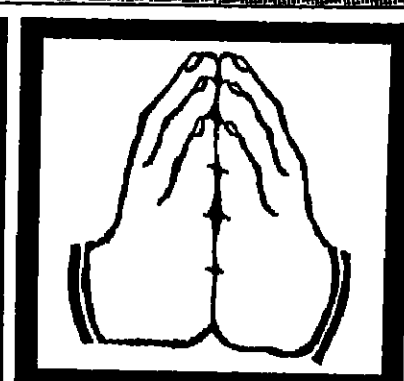
5-(1) No course of study leading to a qualification authenticated by an outside person shall be provided for pupils of compulsory school age in any maintained school unless the qualification has been approved by the Secretary of State or by a designated body.

6-(1) In relation to any maintained school at any school year, it shall be the duty of the local education authority and the governing body to exercise their functions with a view to securing, and the duty of the head teacher to secure -

(a) that the national curriculum as substituted at the beginning of that year is implemented; (b) that section 5 of this Act is not contravened; and (c) that section 25(2) of the 1944 Act (compulsory religious instruction) is complied with.

8-(1) For the purpose of enabling development work or experiments to be carried out, the Secretary of State may direct as respects a particular maintained school that, for such period as may be specified in the direction, the provisions of the national curriculum -

(a) shall not apply; or (b) shall apply with such modifications as may be so specified.



## True to the multi-faiths

### WORSHIP

The Bill proposes that headteachers, after consultation with their governors, may provide for either a single act or separate acts of collective worship for groups of pupils held at any time during the school day.

Collective worship in maintained county schools must continue to be non-denominational.

In their response to the consultation paper, the National Association of Head Teachers remarked that it was often more appropriate to hold assembly at other times than the beginning of the day "and schools, using their common sense rather than the letter of the law, have been doing that for years". The Bill legalizes what had become widespread practice.

At the same time, in removing the requirement that the school day begin with a single act of worship, the Bill also removes the excuse some schools used for having none at all, namely that they did not have a hall big enough to take the whole school together. But such schools may also see the abandonment of the insistence upon the solemn, single act of worship ushering in the day as a sign that they need not bother too much with the new law either - as the Conservative Family Campaign fears.

The Church of England, although welcoming more flexibility about when worship can take place, still has reservations about the Bill. Mr Colin Alves, secretary to the CoE Board of Education, said: "Some heads and boards of governors not sympathetic to the Church could see it as a sign that they need not accord school worship much significance."

More informally, there are signs that evangelical groups, through gaining seats on governing boards, have produced the wayward head. Inner London teachers were warned last year to make sure their assembly had a religious content after the authority had itself been asked by the Department of Education and Science for reassurances about the quality of RE and worship in its schools.

But the Bill does nothing to resolve misgivings about the character of the act of worship. A summary reaffirms the wording of the 1944 Act that "it shall not be distinctive of any particular religious denomination". In those days everybody knew what that meant - a reassurance to the Free Churches and the Anglicans that neither would be allowed to use assembly for a bit of crafty proselytizing nor would any Hail Marys creep in.

But in these multi-faith times, the sensitivity has extended beyond Christian denominations to include other world religions with a resultant weakening of Christianity's predominance in school worship. Acts of worship have been devised for the multi-faith school which seem more concerned not to offend anybody than to affirm anything.

The result is a bland syncretism or an interpretation of worship as "the celebration of things of supreme worth" such as "Creation" or "Neighbours" or "Water". Nothing much to satisfy believing parents of any faith. Yet the Church of England has said it does not want to see separate acts of worship being interpreted as separation by faiths.

Bert Lodge

CHANGES: One - the consultative document asked whether the law on compulsory attendance at school worship should be revised for pupils over the age of compulsory schooling. No such proposal is made.

IMPLEMENTATION: Not known.

Sue Surkes

CHANGES: RE singled out as compulsory non-foundation subject. Parents will be able to complain through new machinery if it is not taught. Only 70 per cent of time to be spent on core and foundation subjects. Instead of 80 to 90 per cent.

Wales will get its own Curriculum Council for Wales. Complaints about aspects of I.e.s.s. provision to go through a new I.e.s.s. complaints procedure first rather than direct to the Secretary of State.

IMPLEMENTATION: No dates given.

### CTC protection

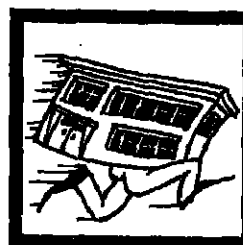
Sponsors of city technology colleges will have their investments protected by legislation to ensure that they do not lose out financially if future policy changes lead to closure.

Although they are referred to as "independent schools" in the Bill, they will be required by statute to provide free education to pupils of all abilities (excluding boarding pupils) and to run at running costs in line with similar costs in maintained schools paid by the Government.

They will be required to have "a broad curriculum with an emphasis on science and technology" and will have to keep to the substance of the national curriculum as a condition of grant, although the law here will be less prescriptive than for maintained schools.

Ian Nash





# Secret vote on status

## OPTING OUT

Governors of any county or voluntary secondary school, or a primary school with more than 300 pupils, will be able to apply for grant-maintained status. But the Secretary of State will only consider the application after a ballot of parents. A simple majority will be required for an application to succeed. If the governors are not interested in opting out, parents can go ahead with an application by asking the governors to organize a ballot. At least 20 per cent of parents will have to sign the request, which the governors cannot refuse.

The ballot must be a secret, postal one. If there is a majority in favour, then the governors must, within six months, publish plans for the acquisition of grant-maintained status.

The plans will have to contain specified information about the existing school and the reasons for wanting grant-maintained status. They must make clear that objections to the plans can be made and they must spell out the school's proposed admissions policy, the number of pupils who would be admitted, arrangements for the "induction" of newly-qualified teachers, an explanation of the school's status and character, and the composition of the governing body.

Local elections, existing governors, the local authority or the trustee of voluntary schools, as well as parents, can make objections within two months of publication of the proposals.

It is possible that a school could

apply for grant-maintained status because it is facing closure, or because the L.E.A. is considering a reorganization that would change its character. If this is so, the Secretary of State will consider both sets of proposals together, but will reach a decision on the grant-maintained application first. This has raised worries that local authority reorganization proposals could be delayed while the Secretary of State is making up his mind on an opting-out application.

If grant-maintained status is approved, the school must have a governing body of five elected parent governors, one or two elected teacher governors, the head and a sufficient number of co-opted governors from business and the community to outnumber the other governors.

At least two of the co-opted governors must be parents when they take office: the Government says this will avoid objections that it is unfair and undemocratic that the co-opted members should have a majority.

The Education Secretary will also have the power to appoint co-opted governors if the school has difficulty, or is unwilling, to appoint them. He will also be empowered to appoint up to two additional governors if he feels the school is not being managed adequately.

The new grant-maintained school will take over the premises from the L.E.A. which will no longer have any responsibility to maintain them.

The authority will not be able to dispose of any of the school's assets during consideration of an application

**Grant maintained schools**  
37 (5) Any county or voluntary school is eligible for grant-maintained status, with the exception of a primary school which has less than 300 registered pupils.

44 (1) In the case of any school which is eligible for grant-maintained status, a ballot of parents on the question of whether grant-maintained status should be sought for the school shall be held in accordance with section 45 of this Act if either:  
(a) the governing body resolve (by a simple majority) to hold such a ballot; or  
(b) they receive a written request to hold such a ballot which meets the requirements of subsection (2).

(2) Those requirements are that the request must be signed (or otherwise endorsed) in such manner as the governing body may require) by a number of parents of registered pupils at the school equal to at least 20 per cent of the number of registered pupils at the school.

(3) For the purposes of subsection (2) above, it shall be for the governing body to determine any question whether a person is a parent of a registered pupil at the school.

for grant-maintained status. Nor will it be able to employ or dismiss staff without the governing body's agreement.

Schools which opt out will retain their original form - a comprehensive will remain a comprehensive, a grammar a grammar, and so on. The governors, however, may apply to the Secretary of State for a change of status. They would have to publish statutory proposals outlining their plans to which objections could be made.

Grant-maintained schools will receive funding equivalent to that received from the L.E.A. This means that opted-out schools in, for example,

**What the Bill says...**  
(4) On the occurrence of either event mentioned in subsection (1) above, it shall be the duty of the governing body:  
(a) to secure that a ballot is held in accordance with section 45 of this Act within the period of three months beginning with the date of the resolution or (as the case may be) the date on which the request was received

(b) to give notice in writing that such a ballot is to be held to the local education authority and also, if the school is a voluntary school, to the trustees ...

45 (2) The arrangements shall provide for a secret postal ballot.

46 (1) This section applies where in the case of any school which is eligible for grant-maintained status the result of a ballot held in accordance with section 45 of this Act shows a simple majority in favour of seeking grant-maintained status for the school.  
(2) It shall be the duty of the governing body of the school, before the end of the period of six months beginning with the date on which the result of the

London, will almost certainly receive more than those in North Yorkshire. The new schools will also receive a 100 per cent capital expenditure grant. They will be subject to the provisions of the national curriculum in exactly the same way as L.E.A. schools.

The local authority which formerly maintained the school will retain responsibility for the provision of certain services and benefits. It is not clear what this means, as the Bill only spells out the provision of transport and the payment of clothing allowances. But it is assumed that it will cover the medical provisions made by L.E.A.s.

If the governing body of a grant-maintained school wants to discon-

tinue the school, it must publish proposals to which objections may be made.

If the Secretary of State wishes to discontinue a grant-maintained school, he must give not less than five years' notice to the governing body. He may give a much shorter period if he is satisfied that such a school is no longer educationally or financially viable.

**CHANGES:** None.  
**IMPLEMENTATION:** From April 1989 subject to Lords' amendments.

**Barry Huggill**

**Local Financial Management**  
23 (1) It shall be the duty of every local education authority to prepare a scheme and submit it for the approval of the Secretary of State in accordance with Section 24 of this Act.

(2) The scheme shall provide for:  
(a) the determination in respect of each financial year of the authority, for each school required to be covered by the scheme in that year, of the share to be appropriated for that school in that year of the part of the general schools budget of the authority for the year which is available for allocation to individual schools under the scheme.

(b) the delegation by the authority of the management of a school's budget share for any year to the governing body ...

**CHANGES:** Local education authorities will not be excluded from taking the chair of governing bodies.  
Governing bodies will not be required to have two parent representatives. Governing bodies will be obliged to consult chief education officers on the appointment of principals and vice-principals.

A clearer distinction is proposed between further and higher education councils.

**Jan Nash**

# Corporate role and control

## HIGHER EDUCATION

Higher education is to be radically reformed under the Bill. Polytechnics and the larger colleges of higher education in England are to be taken out of local authority control and become semi-independent corporations financed by Whitehall.

There will be new funding arrangements for the universities and the polys and colleges. Both sectors will be financed by new funding councils, whose composition and function will be almost identical. It seems likely that the Government is planning, at some future date, to combine the two bodies - thus abolishing the division (the so-called binary line) between the universities and the polytechnics and major colleges.

An important theme behind the changes will be the increased control the Secretary of State will have over both sectors of higher education. The most obvious involves the polys and colleges, which will no longer be controlled by the L.E.A.s. Instead, they will become corporate bodies with charitable status, directly funded from Whitehall.

Welsh public sector institutes are not covered by the legislation, but may be brought into line at a later date by the Secretary of State.

The new arrangements will largely end L.E.A.s' involvement in higher education, which since the 1960s has brought wholesale innovation, including the development of open access courses for people from non-academic backgrounds, block release courses and links with industry.

## Higher Education

61 (1) A local education authority shall no longer be under a duty to secure the provision for their area of facilities for higher education ...

62 (1) ... the Secretary of State shall by order specify each institution maintained by a local education authority which appears to him to fall within subsection (2) below; and on that date a body corporate shall be established for the purpose of conducting each institution as specified as from the transfer date applicable in relation to bodies corporate established under this section.

(2) An institution falls within this subsection if on 1st November 1985 its full-time equivalent enrolment number for courses of advanced further education exceeded 360 and also exceeded 55 per cent of its total full-time equivalent enrolment number.

62 (1) There shall be established a body corporate to be known as the Universities Funding Council (or "UFC").  
(2) The Council shall consist of fifteen

members appointed by the Secretary of State, of whom one shall be so appointed as chairman.  
(3) Not less than six and not more than nine of the members shall be persons appearing to the Secretary of State to have experience of, and to have shown capacity in, higher education; and in

business or commerce. Industry will, therefore, have the power to block decisions if it votes collectively. The rest of the board will be made up of the poly or college director, staff and student nominees, and co-opted members.

The influence of industry is also strengthened on the new funding councils for universities and polys and colleges.

One major question which remains is how the new funding councils will distribute the finances made available by central Government. The White Paper on higher education published before the general election raised the possibility of universities being forced to draw up individual contracts - which would force them into direct competition for funds.

The Bill says only that the new funding councils will be able "to make payments" to the various institutions. But an additional clause setting out

## What the Bill says...

members appointed by the Secretary of State, of whom one shall be so appointed as chairman.  
(3) Not less than six and not more than nine of the members shall be persons appearing to the Secretary of State to have experience of, and to have shown capacity in, higher education; and in

business or commerce. Industry will, therefore, have the power to block decisions if it votes collectively. The rest of the board will be made up of the poly or college director, staff and student nominees, and co-opted members.

The influence of industry is also strengthened on the new funding councils for universities and polys and colleges.

One major question which remains is how the new funding councils will distribute the finances made available by central Government. The White Paper on higher education published before the general election raised the possibility of universities being forced to draw up individual contracts - which would force them into direct competition for funds.

The Bill says only that the new funding councils will be able "to make payments" to the various institutions. But an additional clause setting out

further activities and supplementary provisions (clause 94) says the Secretary of State will be able to "confer or impose on either of the funding councils such additional functions as he sees fit".

It also empowers him "to make grants to each of the funding councils of such amounts and subject to such conditions as he may determine".

The Secretary of State thus has sweeping powers to determine the funding of higher education as he wishes, enabling him to make far-reaching changes.

The omission of any mention of academic freedom in the Bill is likely to be the subject of a major campaign by vice-chancellors and lecturers.

As expected, the Bill introduces legislation to bring an end to academic tenure, enabling institutions to dismiss lecturers for redundancy or any "good cause". But again there is no reference to academic freedom which many

academics believe would be threatened as a result of loss of tenure. Mr Kenneth Baker last week acknowledged this at his press conference to launch the Bill. The Government, he said, regarded academic freedom as "very important indeed". Universities would be expected to take account of the issue when drawing up new charters to ensure academic freedom was safeguarded.

This reassurance is unlikely to satisfy vice-chancellors, however. The CVCP has already said it would press for an amendment to the Bill to insert a clause guaranteeing academic freedom.

**Jeremy Sutcliffe**

**Changes:** None.  
**Implementation:** PCFC comes into force, April 1989  
UFC - date to be fixed  
Academic tenure abolished - date will vary

**Local Financial Management**  
23 (1) It shall be the duty of every local education authority to prepare a scheme and submit it for the approval of the Secretary of State in accordance with Section 24 of this Act.

(2) The scheme shall provide for:  
(a) the determination in respect of each financial year of the authority, for each school required to be covered by the scheme in that year, of the share to be appropriated for that school in that year of the part of the general schools budget of the authority for the year which is available for allocation to individual schools under the scheme.

(b) the delegation by the authority of the management of a school's budget share for any year to the governing body ...

**CHANGES:** Local education authorities will not be excluded from taking the chair of governing bodies.  
Governing bodies will not be required to have two parent representatives. Governing bodies will be obliged to consult chief education officers on the appointment of principals and vice-principals.

A clearer distinction is proposed between further and higher education councils.

**Jan Nash**

# Capital break up

## ILEA

The 13 boroughs that make up the Inner London Education Authority will be allowed to "opt out" and run their own education service. If they so desired they could do this in a consortium with other boroughs.

A borough that wants to go it alone will have to make an application to the Secretary of State explaining how it would fulfil its obligations as an education authority.

Boroughs may apply to opt out from April 1, 1990 or April 1 in any subsequent year.

Before the Secretary of State gives the go-ahead for opting out, he must consider any objections made by residents of the borough concerned.

Once the Secretary of State has considered an application and any objections to it, he must make a decision. If he approves the application he will lay an order before Parliament transferring responsibility from the ILEA to the borough. The order, if approved by MPs, will come into effect on April 1, 1990 or April 1 of a subsequent year as directed.

If eight or more boroughs have successfully applied to opt out, leaving the ILEA serving five or fewer boroughs, the Secretary of State may require the remaining boroughs to take over responsibility for education.

If the Secretary of State does decide to abolish the ILEA then he could, if he wished, set up a residuary body



(along the lines of the London Residuary Body set up to assist with the abolition of the GLC).

When an order transferring education responsibilities comes into effect the ILEA members elected for the area of that borough will cease to hold office - as will the ILEA-appointed school governors or co-optees. The new local education authority could, however, reappoint the old governors and co-optees.

If a borough decides that it wants to run its own education service it will be able to demand that the ILEA provide any information needed to make the application.

The ILEA will also be required to furnish the borough with information which it requests after its application has been approved and during its first year of responsibility as an L.E.A.

It will be up to the Secretary of State to decide which property previously owned by the ILEA should transfer to the borough. Staff working for the ILEA when a borough opts out may be transferred to the new borough L.E.A.

Mr Baker has already taken powers to prevent the ILEA disposing of land worth more than £15,000 without his consent. This is to prevent "asset stripping" in boroughs such as Wandsworth and Westminster, which are known to want to opt out.

The Bill, once it becomes law, will repeal Section 22 of the Local Government Act 1985 which enabled the Secretary of State to review the operation of the ILEA before March 31, 1991.

**Barry Huggill**

**CHANGES:** The only change from the consultative document is the decision to grant the Secretary of State power to dissolve the ILEA if eight or more boroughs decide to opt out. This is in line with the argument of Dr Bill Stubbs, the ILEA's chief officer, that it would be better to abolish the authority than to allow a rump ILEA to exist alongside the newly independent boroughs.

**IMPLEMENTATION:** April 1, 1990

# Grey area that still requires definition

## FURTHER EDUCATION

Further education is redefined in the Bill. Advanced courses - broadly those of a standard higher than A level - are to be defined as higher education.

Using these definitions, local education authorities are given the "duty" to provide adequate further education to meet the needs of their area and additional "power" to secure appropriate higher education from the corporate higher education bodies.

This is unlikely to affect existing courses but future developments in advanced further education are certain to be exclusively within the HE institutions.

Any hopes local education authorities may have had of expanding advanced further education in colleges under their control appear to have been dashed by the Bill.

Also, many principals of large FE colleges who were hoping to be given corporate status along with colleges of higher education and polytechnics will be disappointed. Although such consideration was promised in the consultation document, it does not appear in the bill. However, Mr Baker is still looking for ways to give some FE colleges corporate status.

At the consultation stage, there were criticisms about the lack of a clear distinction between FE and HE. But in tackling the issue, the Bill appears to have replaced one grey area with another.

The question remains: what will eventually happen to the large colleges, such as many in London, which are predominantly for non-advanced further education but nevertheless have substantial APE.

Main proposals in the Bill remain unchanged from the consultation stage: Colleges with more than 200 full-time equivalent students will have greater budgetary powers.

New governing bodies will be set up with at least half the members representing business interests. No more than one-fifth of members will be L.E.A. nominees and governing bodies will have a maximum of 25 members.

As with the proposals for local financial management of schools, the

L.E.A. or Secretary of State will be able to grant delegated status to smaller colleges. Delegation can be removed or partially suspended on grounds of mismanagement or incompetence.

Governing bodies will have power to appoint and dismiss staff but in the case of a principal or vice-principal they will be obliged to consult the local education officer.

The Bill makes no concessions to the unions or L.E.A.s who objected that it was an "unworkable" proposition to strip L.E.A.s of many financial powers over FE colleges while leaving them with a strategic role of planning for 16-plus education and training.

Considerable concern was also expressed over the likelihood of inadequate willing candidates from industry and commerce to devote time to college management.

The L.E.A. associations objected to the extent of hire and fire powers governing bodies would have to suppose that governors should be hire and dismissal powers over the

Only small amendments appear to have been made since consultation which are unlikely to be seen as concessions. No mention is made of the need for parents on college governing bodies, nor do the L.E.A. representatives appear to be excluded from the chair, as was suggested in the consultation paper.

Colleges will have considerably more administrative responsibilities and control over those parts of the budget, than schools will have. But the financial burden of issues such as lecturers' pay, tax and pension costs with the L.E.A.

**CHANGES:** Local education authorities will not be excluded from taking the chair of governing bodies.  
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A clearer distinction is proposed between further and higher education councils.

**Jan Nash**

Within five years, Mr Kenneth Baker intends all secondary schools and primary schools with more than 200 pupils to have considerable control over budgets. Smaller primary schools may also be included with the approval of the local education authority and Mr Baker.

L.E.A.s will be required to submit schemes to be approved by the Secretary of State for the annual allocation of budgets, excluding capital expenditure and central government grants. These must be based on a formula which includes numbers and ages of pupils.

The Education Secretary will also have the power to require the extension of delegation to other schools. L.E.A.s will also be able to grant delegation to smaller schools if they wish, with the approval of Mr Baker.

Schemes setting out conditions for delegation will be agreed between the L.E.A. and all school governing bodies. The authority can suspend the governors' rights to control budgets on grounds of mismanagement. All such suspensions must be reviewed annually.

If an L.E.A. does not submit a scheme, then one will be imposed by the Education Secretary, who will also have powers to amend schemes as he

sees fit.

When selecting staff other than a head or deputy, governing bodies must include, among those they consider, teachers whose names have been put forward by the L.E.A.

Powers given to governing bodies under the proposals in the Bill include delegated powers of appointment of teaching and non-teaching staff, with discretion over seniority of posts, provision of cover for short periods, costs of dismissals and premature retirement not agreed by the L.E.A. and spending on books, materials and equipment.

L.E.A.s would continue to have responsibility for appointment of teachers chosen by governors, teacher training, appraisal, capital spending and debt charges, administration of pay, tax and pension matters, accounts and advisory and inspection services.

They would also continue to control services such as educational welfare, the schools library and psychological service, financial, legal and medical advice, supply cover for long-term absences, transport and meals staff

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(b) the delegation by the authority of the management of a school's budget share for any year to the governing body ...

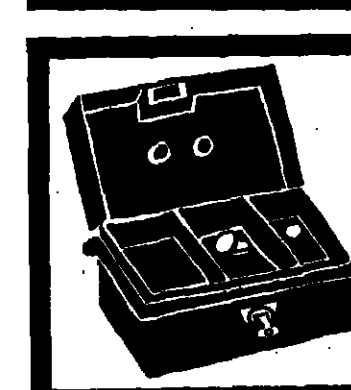
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A clearer distinction is proposed between further and higher education councils.

**Jan Nash**

# The hand on the purse-strings

## FINANCE



costs and services supported by government grant.

Schools will have to have schemes of local financial management agreed by the Government and would then have to be given delegated powers within three years of the date approved by the Secretary of State.

As they think fit for the purposes of the school; and

(b) may delegate to the head teacher, to such extent as may be permitted by or under the scheme, the power under paragraph (a) above in relation to any part of that sum.

**CHANGES:** Local education authorities will not be excluded from taking the chair of governing bodies.  
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**Jan Nash**

There is little change in the detail of the proposals or division of responsibilities between schools and L.E.A.s, partly because the Government is awaiting a report commissioned from Coopers and Lybrand which was asked to advise on local schools management.

Minor concessions have been made to the critics of new powers for school governors, but a promise in the discussion document to protect staffing levels has been left out.

School governors will be responsible for the hire and dismissal of staff when they control budgets. But chief education officers will have a statutory duty to advise them on the choice of heads and deputies: decisions on whom to appoint will rest with the governors.

With the consultation paper and Bill say the full benefits of delegation will not come unless governing bodies control staffing levels. The consultation paper further proposed that numbers "would have to lie within a range determined by the L.E.A."

Failure to include this in the Bill means that authorities will have to

school ... the number and ages of registered pupils at that school

(b) may include provision for taking into account any other factors affecting the needs of individual schools which are subject to variation from school to school.

(4) In the case of any scheme, the following heads or lines of expenditure, so far as taken into account in determining the general schools budget of the local education authority ... shall be left out of account in determining the authority's aggregated budget for that year -  
(a) all expenditure of a capital nature;  
(b) all expenditure ... in connection with any loan raised to meet expenditure of a capital nature;  
(c) expenditure falling to be met from central government grants of any prescribed description; and  
(d) such other items of expenditure as may be prescribed.

(3) The allocation formula under a scheme -  
(a) shall include provision for taking into account, in the case of each

**CHANGES:** Local education authorities will have no statutory rights to set maximum and minimum staffing levels in schools.  
Governing bodies will be obliged to consult the chief education officer on the appointment of headteachers and deputies.  
Local education authorities will be able to appeal to the Secretary of State to reduce pupil numbers allowed in schools on grounds of physical size. Local education authorities will not be allowed to use "no redundancy" agreements to stop governors exercising hire and fire powers.

**The Education Reform Bill (DHL 53)**  
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Illiteracy is a serious concern in many countries. Official, and unofficial, action has been taken

## Marketplace lessons in the language of power

### BOLIVIA

Illiteracy in South America is increasing. But governments are reluctant to confess the failure of formal literacy programmes for fear of losing popular support and international aid.

The Colombian Government claimed that one million people learnt to read and write in 1985, but 800,000 dropped out, sometimes even before they started a course.

Many independent groups have now taken the solution into their own hands including *Autogestion Educativa*, a group of Indian women in La Paz, Bolivia.

The women speak the indigenous Quechua or Aymara languages, though as they work in the market and have to deal with authorities, they also speak Spanish.

The Bolivian National Literacy Service had produced literacy workbooks in the indigenous languages but they were never used. The women wanted to be able to read and write Spanish.

"Spanish is the language of power, and we must adopt it if we are to assert ourselves and seek change," said one woman. "Everything from land titles to books, newspapers, tax forms, rents and contracts, use Spanish. The Gov-

ernment have some glorified ideal of preserving our culture, but only we can do that. We don't want to preserve our poverty."

*Autogestion Educativa*'s use of Spanish in their literacy work is the first step in motivating women to participate. The group recognizes that literacy may not seem important to women who can get through their daily routine without it.

To help overcome this, *Autogestion Educativa* produced *Nosotros Podemos* (we are able) a workbook with 25 sections. Each section has a different theme from the individual (I am a person and nobody should hit me), to the family (in my family we all give/ share), to the group (to participate is to change our lives) to the community (actions are stronger than words), to the country (we are fighting for justice). The themes are illustrated with photographs taken by the women.

The relevancy of the materials to the women's lives is seen as of vital importance in providing a sense of

identity and a basis for self-expression. The literacy sessions take place in the market (overcoming problems of transport and accessibility) during quieter periods of the day, and anyone with basic reading and writing skills can help. Only ten women take part at one time to create an environment in which newcomers feel welcome.

Groups like *Autogestion Educativa* have had enormous success. From only a few dozen women three years ago, 5,000 are now involved, and by the end of 1987 they expect to be 12,000 strong. Their power will doubtless show as they start to extend to new areas and tackle other issues like health education.

Hundreds, perhaps thousands of such groups exist in Latin America. Many struggle against hostile governments (and harassment by security forces) - and even more struggle for funds. Yet governments are being forced to recognize the achievements and cost-effectiveness of the groups and some education ministries have tried to set up diluted versions.

David Archer and Alan Murdoch



Table talk: Indian women in Bolivia have set up a group to promote literacy

## Learning to read, then learning to think

### NEPAL

The glow of kerosene lamps lifts the gloom of the barn. And its mud walls are whitewashed to reflect the light. But even so, the 20 people huddled over slates find it difficult to make out the writing on the blackboard at the front.

The people sitting on the hay are a mixed bunch, many women of about 30, some elderly men and several teenage boys and girls. Every night they come for three hours to learn to read and write.

The lesson begins with a discussion of the work they have done that day. All of the people farm at subsistence level, and few have not spent the day in the paddy fields.

The teacher follows up the discussion with questions about today's photograph - a typical local scene of men playing cards and drinking. The answers are lively: the women joke about the men's idleness. The subject of the reading and writing practice that follows is about using one's time profitably.

These adult literacy lessons are run by the Self Project, Education for Rural Development, in the western hills of Nepal. The teachers are local people trained for 35 days in the basic techniques of literacy instruction and development activities. They follow a lesson plan each day that links the reading material with practical development activities in the community - cleaning paths, building latrines, planting vegetables and fruit trees. The message is consistent: education relates to everyday life.

This part of the Himalayas is accessible only by a weekly plane or a three-day walk to the road. Only the occasional newspaper drifts in, usually weeks after publication, or an election



Community involvement: the message is that education relates to everyday life

leaflet. The only other outside reading matter is school textbooks.

Illiteracy is high. Most homes have a treasured copy of the *Ramayana*, the religious book, which is sung together in the evenings. But the school textbooks, it is almost completely memorized - the print merely serves to jog the memory.

It is difficult to see why the adult literacy classes are so popular. Perhaps they are simply a substitute for television. If so, then the project's aims differ greatly from its students'.

The common theme in all of the 170 lessons is that reading can be useful. You can read about building a smokeless stove, then build one; read about making rehydration fluid, then give it to your sick child. The emphasis is always on didactic, instructional material, rather than pure entertainment.

For the village people, with their limited contact with the printed word,

this approach must seem alien. After all, everyone knows that the textbook is unconnected with life.

These adult literacy teachers nearly always succeed in teaching people to read and write and in completing the accompanying practical development activities. Yet for most students, the reading passages become a half-sung chant, like the *Ramayana*, a part of life that is accepted without question. The content of the material is received in exactly the same way as textbook lessons, without necessarily implying action or change.

Because writing came before reading in Western societies, communication by print was a two-way active process. But students in this particular scheme comprehend reading as simply receiving the written word, because the material is didactic and anonymous.

Yet most of them started the classes to learn to write their name and to

communicate in print. Until they can understand the writer's purpose, whether to entertain, instruct or provoke thought, they are unlikely to even read anything in print. Perhaps for this reason, even development ideas in print can, ironically, stop people thinking for themselves.

If such is the outcome, these programmes may have jumped ahead of people's needs. It is only when people have passed the initial stage of copying writing, passive mimicry, or an acceptance of the printed word, to the stage of reading and writing for themselves, that adult literacy programmes can become a real force for change.

Development projects need to recognize that introducing a literacy programme can be as sensitive an issue as replacing the paddy fields with a huge factory.

Anna Robinson

### Unesco

## plan aimed at world's worst area

Unesco has launched a 13 year programme to improve standards of reading and writing in the Asia-Pacific region - where roughly three-quarters of the world's illiterates live.

Unesco says the Asia-Pacific Programme of Education for All will concentrate on providing more children with between five and eight years of primary education.

According to its research, the Asia-Pacific region has 618 million illiterates, above the age of 15 - approximately 70 per cent of the world's total for that age group.

South Asia is the worst, with almost 537 million illiterates. As about 10 million children in the region receive no education, this is estimated to be around 677 million by the year 2000. Afghanistan, Nepal and Pakistan have the highest number of illiterates with more than 70 per cent of the population unable to read or write. Sri Lanka is the region's exception with a figure of 12.9 per cent.

Illiteracy in east Asian countries is less severe, with China at 30.7 per cent, Malaysia - 26.6 per cent, and Indonesia 25.9 per cent. Vietnam, Thailand, Laos, Singapore and the Philippines have illiteracy rates below 20 per cent.

Geoffrey Parkins

## Counting the high cost of failure

### FRANCE

## Many French pupils repeat classes - and up to 50 per cent of students leave university before the end of their first two years. Mary Follain reports

A recent front-page headline in the prestigious *Le Monde* newspaper proclaimed "school failure costs 100 billion francs (£9.9 billion) a year. The estimate is made in a report published by the Economic and Social Council, a Government advisory body, which calculates that it accounts for one-third of the total annual amount spent on education.

"It's not the cost of education which is too high", they say, "but the cost of failure." An estimated 25 billion francs is lost through pupils repeating classes, common in France where they often stay down in both primary and secondary.

Another 60 billion francs is spent on the 200,000 school leavers with no qualifications of any kind: and a further four billion on schemes to give 16 to 18-year-olds without any qualifications at least some work experience. The Council adds another two billion francs to the bill as the cost of the 30 to 35 per cent of students who leave university before the end of the first cycle, or first two years, instead of

completing the three-year minimum for a degree.

"Failure at school is the main enemy of our technological society and of our modern democracies," says the report's author, Jean Andrieu, former president of the parents' association, the Federation of Parent Councils in State Education.

His report reflects the French preoccupation with the long term in education, urging careful and planned preparation for the year 2000, and recommending a strategy of "total

quality" and setting up "quality circles" as in industry which would eliminate the common practice of staying down. School failure, it argues, could be reduced by taking into account, from primary upwards, that progress is not synonymous with age and by breaking down rigid age limits to classes.

Teachers, the report says, should be carefully selected to be "competent winners" committed to the national aim for better education and training, and they should receive a decent salary. In the natural course of events, 400,000 teachers will need replacing during the next 15 years and the report warns against a repetition of "crazy recruitment procedures" like those reported to 20 years ago "which have left their mark on the system's performance" - a reference to the sudden propulsion of ill-prepared primary teachers into lower secondary.

One of the most controversial recommendations is for professionals from manufacturing, and the communications and services industries to

share teaching. Most French teachers are public servants employed by the Education Ministry who do not welcome interference from outsiders. The report also insists they should take sabbaticals to learn about technical and economic "realities" in order to make schools more aware of the outside world.

Suggestions made in a recent speech by former Education Minister Jean-Pierre Chevènement that universities should adopt a similar attitude towards industry received a cool reception from his own party supporters. The report even proposes an equal partnership between school and industry which it hopes would make schools more conscious of industry's changing needs.

It remains to be seen whether Education Minister René Monory will take account of the report's recommendations in the five to six-year plan he promises by early next year. He has already said it will include a programme for teacher recruitment and a revision of salaries.



University exit: non-completion of degrees costs about two billion francs a year.

## Bill begets street protest

### SRI LANKA

Several thousand schoolchildren in the south took to the streets on November 11 to protest against a Bill which will give a degree of autonomy to Tamils in the north and east of the island.

Police said that in one town, Tissamaharama, they were forced to baton-charge and open fire on unruly crowds who stoned police vehicles. Two students were admitted to hospital.

The Education Ministry earlier reported that "subversives" in the south had instigated students to boycott classes and join the protest.

Police and security forces were put on alert before the Parliamentary debate on the Bill after violence erupted in several areas in protest against the new legislation. It was later passed by a two-thirds majority.

Demonstrations were also organized at all the universities in the south. Undergraduates on the Peradeniya campus were baton-charged when they demonstrated with placards on a public road.

The demonstrations were part of widespread opposition to the recent peace accord signed by Sri Lanka and India.

D B Udalgama

## Student exchange programme

Ealing College of Higher Education has negotiated a student exchange with the faculty of Letters of the Universidade Nova de Lisboa, Lisbon.

Three students from Ealing on the BA in applied language studies have recently spent one month studying in Lisbon, funded by the Portuguese Instituto de Cultura e Lingua Portuguesa. Three students from Lisbon are studying at Ealing for the 1987/88 autumn term on the West European exchange programme.

Financial support has been donated by Eucalyptus Pulp Mills and return air travel provided by Dan Air.

## The day the motorists' prayers were answered

### UNITED STATES

## But it was all a waste of effort... the planned protest of Washington's schoolchildren never materialized. Bill Norris reports on the demonstration that became a debacle

The motorists of Washington DC were praying for rain last week. It seemed to be all that could stop a planned demonstration by the city's 67,000 schoolchildren, plus 200,000 or so other citizens, from bringing the nation's capital to a grinding halt.

Their prayers for rain went unanswered - the skies remained clear - but somehow the gridlock never happened. Two-thirds of the children who were supposed to span Washington from side-to-side failed to materialize.

Those who did stayed on the pavements - sensibly, because the sirens supposed to bring cars to a halt went unheard by policemen and motorists alike. The traffic roared by as usual.

Also unheard was the song "Embracing the City" supposed to be sung by the children with backing provided by a local radio station. The radio station failed to play it. Washington's Mayor, Marion Barry, tried to rescue the situation by singing the song for television cameras. Regrettably, he forgot the tune.

All in all, this celebration of National Education Week, intended to inspire Washington with "the depth and

fervour of support for public education", proved less a demonstration than a debacle. "I don't know what happened," said organizer Cheryl Johnson. "I can only stress how pleased we were to see 500 people lined up on Pennsylvania Avenue." The people concerned, it transpired, were employees of the School Board, drafted for the occasion.

Bravely, Ms Johnson declared the affair a success. "But I doubt we would try again any time soon," she said. "I think it's a one-time event."

Bill Norris

## Exam nerves at kindergarten

### JAPAN

The education treadmill can begin early in Japan, with children attending preparatory schools at the age of one and facing rigorous academic instruction in kindergartens.

But a Ministry of Education study group has warned that the formal teaching of *kanji* (Japanese characters) and numbers to pre-schoolers may be stifling their spontaneity. Noting that some kindergartens also teach basic English - and computer science - the group has recommended a review of the pre-school curriculum.

An earlier survey of 800 kindergartens found that 72 per cent taught *kanji* and 81.2 per cent numbers. Like independence and creativity - qualities the Japanese authorities repeatedly say should be fos-

tered among the young - spontaneity is not generally recognized as a national characteristic.

Competitive pressure falls early on children to enter one of the handful of private escalator institutions where passage through to university is nearly automatic. This brings "examination hell" forward to kindergarten, and explains why preparatory schools for one to three-year-olds are thriving. Pre-school education is provided by kindergartens and nursery schools: kindergartens - mainly private - are educational; nursery schools - mainly public - primarily provide day care facilities.

Proposals to merge the two have been put forward to resolve uneven geographical distribution and administrative conflicts. However, the majority view remains that they serve different purposes and should stay separate.

Barbara Casassus

## Computer to link islands' campuses

### WEST INDIES

The far-flung campuses of the University of the West Indies will soon open a new line of communications, thanks to a recent gift of 35 micro-computers.

The computers, valued at \$3935,000, (£95,000) were donated by IBM to the university's distance teaching experiment which links three of its campuses in Jamaica, Barbados and Trinidad, as well as extra-mural centres in Antigua, Dominica, St. Lucia and Grenada via a leased telecommunications network.

The distance teaching experiment started three years ago, and may be expanded to include all 14 countries which support the university.

Its centres are equipped with many types of audio-visual equipment, which the computers are expected to enhance. Present applications include teleconferencing, distance teaching, a message service, outreach programme, and medical consultations.

According to Professor Gerald Leloir, project director and university pro vice-chancellor, "the micro will be used in a computer-based communications system for electronic mail, document and data transmission. The university will then have a communications system from bursary to library, secretariat to secretariat, libraries, faculties and so on. The system could probably be enhanced and supported by savings due to higher efficiency."

Suzanne Francis-Hinds



Out in front: campuses set to improve communications

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## Note of caution

Sir - Your article conveyed the flavour of the HMI report, which is very encouraging in its recognition of the positive effects of the inclusion of a foreign language for all or most pupils up to 16. However, the title gives prominence to the most misleading, albeit the most newsworthy, part of the report.

Option groups in foreign languages have tended to be smaller than those in common core subjects. A frequent pattern in large schools has been for core subjects to be timetabled in large blocks because of the flexibility this offers for grouping. Thus, whole or part of a year group is timetabled with all or most of the subject specialists, who arrange teaching groups as best they can.

The need for smaller groups for the least able pupils means that other groups have to be larger, with a tendency to "pack" the most able, most amenable sets. Former option subjects inevitably find that all groups are far larger than before.

While this is indeed "more economical", it is unlikely to lead to the improved standards we hear so much about.

Foreign languages are increasingly practical in orientation, and there are very strong arguments that they require resourcing which takes this into account. To take just one example, large classes make regular oral practice in pairs or groups, and its frequent assessment, extremely difficult.

It is not surprising that HMI found average pupils were the most significantly under-achieving group. Hard-pressed teachers are forced to concentrate on the extremes - the jam, elsewhere, is spread very thin.

It should not be forgotten that the sample schools had chosen to introduce a foreign language for all. An underlying message of the report seems to be that even where staff are committed to such changes it is impossible to cater adequately for all pupils within the existing levels of resources.

It would be consistent with educational developments in this country, for judgements about what is desirable to be dependent on economic assessments. If the status of foreign languages as a foundation subject in the proposed new curriculum has been based, even in part, on the favourable economic picture painted in this report, it would seem appropriate to sound a note of caution.

Foreign languages belong in the core curriculum because they provide a unique educational experience. Objectives which stress the increasingly practical use of language imply levels of staffing and resourcing. This in turn means the slump in numbers of those training to teach languages must be reversed, better qualified staff should be recruited and adequate support provided for teachers faced with the new demands of catering for the full ability range.

It would be a great pity if the positive messages in this report were distorted to turn this potentially exciting development into another cynical exercise in coping with falling rolls.

HARMER FARR  
The Granary  
Burnhope  
Durham

## Language staff supply may not be equal to demand

Sir - The article "HMI report sees fears on language staffing problems" (TES, November 13), only confirms fears.

Department of Education and Science 1986 statistics indicate that 35 per cent of all pupils continue French in the last two years of compulsory schooling. Teachers must therefore be found for the remaining 65 per cent of pupils.

I would like to challenge HM Inspectorate to set out the sums which indicate that at least 3,000 extra French teachers would be needed in order to fulfil Mr Baker's demand - that all pupils study a foreign language for five years.

It should be recognized that a diminishing number of graduates are opting for teacher training (and pace Mr Letwin, language teachers do need training) and what's more a diminishing number are being accepted for training. (For instance, in 1986, only 687 applicants were accepted.) These have not been enough to replace the number leaving the classroom. Where are the extra 3,000 to come from?

If Mr Baker's demands are based on such sloppy thinking, we can only ask him to think again.

HARRY REE  
Colt Park  
Ingleton



## Called to account

Sir - Richard Noss, Celia Hoyle and Harvey Goldstein (Letters, TES, November 13) loosely string together a number of points about Concepts in Secondary Mathematics and Science. I should like to answer briefly because I do not think this is really a debate but a correction of errors and my time would be better spent responding to their alternatives, when they are revealed.

Regarding curriculum exposure, CSMS asked every teacher whose class completed test papers, to state whether the pupils had covered the topic that year and which textbook was used. Since most teachers said that they had, we were unable to count classes in terms of a particular textbook approach.

The points about the schools in the sample seem contradictory. Either, all the schools are different - the writers appear to suggest that all the children from school A would be clustered in one level - which is not the case. Or, all the schools are the same, and, to the extent that all the schools were in England and predominantly used the same system, this is true. It is possible that given different experiences children will demonstrate different understanding but nobody else has published an ordered set of mathematical topics obtained from research on many children in Britain.

Over the past ten years, other countries have replicated the CSMS research; some topics being more frequently investigated than others. On the topic of "ratio and proportion" nobody has written to me to contradict the general order of level contents although the data have been collected in Greece, Spain, Colombia, Brazil, Australia, Canada, Taiwan and Lesotho. On the contrary, I am surprised by the consistency demonstrated.

Regarding progression and benchmarks, a valuable result of the CSMS work was evidence that children of the same age perform very differently. The entire concept of a topic hierarchy is divorced from age and the phrase "should be able to..." Those who seek to describe a progression based on CSMS so far from paying "the way" (to) standardized competency testing at selected ages are trying to match the mathematics to the child.

DR K HART  
Chester Close  
Richmond  
Surrey

## Paper weight

Sir - The smugglers of the Right are at it again. Oliver Letwin ("Personal column", TES, November 13) has tried to smuggle into acceptability an attack on teaching training under the guise of attacking "qualifications".

He starts with a real problem - the transfer of untrained teachers from the private sector to the maintained sector - but quickly moves on to his target: teacher training in general. Besides using the problematic tactic of arguing from the particular to the general he also makes use of rather dubious analogies.

Oliver Letwin has perhaps opened Pandora's box in choosing this issue. For there is an obvious question to ask in return. How is it that untrained teachers are allowed into private schools' classrooms? Armed with no more than a will to teach, these people are allowed to learn on the job. What damage are they doing as they make mistakes unobserved and unhelped?

Far from this being applauded, it should be derided as unsatisfactory.

The transfer of teachers from the private to the maintained sector would do little to increase the pool of available teachers. It is, therefore, difficult to see how deregulation would help.

In some subject areas such as science and mathematics, there is a shortage of trained teachers. But it is doubtful that deregulation would do anything to supply schools with competent science and mathematics teachers. Deregulation would make it possible for schools to be staffed by cheaper bodies standing in front of classes. Untrained, these people would then be in post and actually make it more difficult to employ a trained teacher at a later date. This would lead to a lowering of standards, something, contradictorily, that Mr Letwin might not approve of.

Mr Letwin trivializes the problem of selecting good teaching staff by making it non-problematic: "... simply allow maintained schools to appoint the candidates whom the selectors regard as best..." Who are these superior candidates without paper qualifications? Surely they are simply untrained, untried and untested people. Should they be teaching our children?

And Mr Letwin shows that he has completely lost touch with reality when he suggests that deregulation of teacher certification will induce people from other professions to think of teaching as a realistic option. Obviously he has been hibernating over the past couple of years when pay and conditions of service have been major issues.

MARTIN MONK and ROD WATSON  
King's College London  
University of London

Sir - My children, Mr Letwin, are not going to be put into the hands of "untrained" teachers. Agreed, there are many teaching skills which can be gained through experience - but not untrained experience gained at the expense of damage to young minds. College training shortens the time needed, provides initial skills and a necessary resource bank for the young teacher.

DAVID LILEY  
Headteacher  
Halifax primary school  
Ipswich

## Absent-minded

Sir - While always welcoming public interest in the question of school attendance, there are some aspects of Rosalind Stott's article ("Absent without leave?", TES, October 30) which must be questioned.

Education Welfare Officers are social workers who have quite deliberately chosen to practice their profession within an educational setting. I have never come across an EWO with less than a total commitment to a child's educational needs and in particular to his or her attendance. We all accept as axiomatic that every child is entitled to a full-time education of the highest quality.

However, in order to get the child to make such a commitment, it is sometimes necessary for an EWO to ask a school to make changes in its approach to the pupil or to understand the family life is more important to a child's total education than his or her schooling.

There are occasions when life outside the school is so chaotic that it is simply not reasonable to expect full

attendance for the time being. The EWO in such circumstances will want to make sure that all the help possible is available to the family to overcome these acute problems. That desire is not based upon a simple recognition of a family's need, but, for the EWO at least, upon a wish to free the child so that education can proceed again.

The question of prosecutions is a hoary one, in which all the scientific, as opposed to anecdotal, evidence points to its not achieving its aim. The problem is not one of relationships with the family (which rarely suffers by prosecution well done) but of efficacy: to make it worth while except in carefully selected circumstances.

The overwhelming majority of pupils enjoy school and attend well. For those who do not an individual approach is necessary. For some, an authoritarian response is appropriate. For others, special arrangements need to be provided in school. For all, care needs to be shown.

Prompt action is essential. Cannot all teachers make a point of enquiring,

## Bits of paper

Sir - I have a personal reason for regretting Oliver Letwin's column for teaching training qualifications. It was a part of a group of MEd students selected to represent the course at Leicester School of Education when he visited a couple of years ago. Clearly, despite the influence of our distinguished lecturer, Margaret Mathison, we failed to impress him.

We had a short time in which to talk to Mr Letwin and I felt then, as I do now with greater feeling having read his recent articles for you, that he is quite gloriously unqualified to pontificate upon teaching "the little dears". I think he should declare an interest.

KENNETH SMITH  
31 Hopfield Road  
Leicester

Sir - I am surprised that Oliver Letwin judges it to be "almost impossible to find a rational explanation" for the importance attached to qualifications in making appointments.

Perhaps I can help him. It would be a difficult task indeed to persuade a league to make the effort to value their skills and qualifications at the same time, we promoted a site posts people who hadn't bothered.

K R V RICHARDS  
Principal  
Great Yarmouth College of Further Education  
Norfolk

Sir - For months Oliver Letwin's name has been bandied about as being part of the intellectual driving force behind the recent radical proposals in education. I suggest that if this is so, then the article clearly shows how great are the problems that face us.

After reading the piece, I couldn't help wondering whether the rigour of Mr Letwin's argument extends as far as the brain surgeon who may have to treat him in hospital, or to the advocate who may have to represent him in court. Perhaps he considers these to be different cases in which qualifications are appropriate, while in education the gifted amateur is easily recognized and can be relied upon to excel without training.

I would be grateful to The TES for publishing this dangerous nonsense so that we can all see the dogmatic, the misguided, and those of malign intent damn themselves out of their own mouths.

RELSTON  
18 Mayorswell Field  
Claydon  
Durham City

Sir - I do hope that Oliver Letwin attends a dentist who is properly qualified.

KEITH THOMSON  
377 Heights Lane  
Bradford  
West Yorkshire

privately and carefully, why a girl was absent even if only for a day. It is not to be noticed and valued is essential. Research has shown that a "phone call to a child's home on the first day of absence improves attendance significantly. Taking seriously a pupil's complaints about treatment in school can avoid mountains growing out of molehills.

EWOs will be happy to visit families, to undertake constructive work with pupils and to help teachers who often have neither the time nor the skills to undertake home visiting as a routine. appreciate the enormous influence on the child from his family and environment.

There must be co-operation between those involved to ensure that every pupil makes the fullest use of his or her abilities and talents through the education provided in our schools.

DE BOWEN  
Principal Education Welfare Officer  
and Chairman (Southern Region)  
Association of Chief Education Social Workers

## Woeful offer

Sir - Thank you for a long-awaited, substantial article by Jeremy Sutcliffe on the dispute between college lecturers and their employers (TES, November 6). The clear presentation of the financial aspects of the current offer was to be welcomed but, in common with most reporting of the dispute, the article was flawed in certain key respects.

First, the boxed summary of the pay differentials was misleading so as to quite mislead the reader as to who had gained what between April 1986 and October 1987. Even had this been correct, surely the comparison date should have been April 1988, by which time the full teachers settlement is, I believe, to be completed, and our offer can be seen to be worth only +7.1 per cent, as so correctly stated in the article.

Not that such comparisons should be used to say that 16 per cent is enough, just that our offer is even more woefully inadequate than those made to teachers and university lecturers.

Second, the lecturers' equivalent of the 1,265 hours directed time is our contract time which currently stands at 1,040 hours and will rise to 1,070 hours with the new offer. The 792 hours referred to in the article is teaching time only; the balance of hours to be used for marking, preparation, parents' evenings, meetings, etc.

As our colleagues in secondary education are now discovering, this is nowhere near enough time to attend to all these duties and the demands of continuously and internally assessed and moderated curricula such as GCSE, BTEC, YTS, TVEI and CPVE. In addition, to remain responsive to our clients' needs we must devote much time and energy to liaising with local industry and commerce, schools, validating bodies and external agencies such as the MSC.

Finally, Jeremy Sutcliffe implies that lecturers with management responsibilities will not be required to teach to the maximum number of hours. No such guarantee is made in the current offer. This is one of the greatest misunderstandings surrounding the whole dispute and, as such, is one of the major sticking points in negotiation.

This topic is worthy of an article in itself as even many of our supporters cannot differentiate between remission, abatement and relief due to increased responsibility.

R J McELWAIN  
Senior Lecturer  
Guildford College of Technology

## Delaying tactics

Sir - The article by Jeremy Sutcliffe was useful in outlining the plight of the Burnham lecturers. But both I and some of my colleagues feel that the article missed some important aspects:

● We are still awaiting the final settlement of the 1986 interim salary award.

● The present average salaries of lecturers (£20,000) and technician engineers (£15,000) often mean the pupil is better paid than his lecturer.

● The L1/L2 "log jam" effect has not been eased but, worse, by September 1988, both grades on top scale will receive the same salary. The L2 who has extra work, often on higher category material, will receive no reward whatsoever for his promotion, loyalty and dedication. As the years progress, the situation can only increase bitterness and discontent.

An opinion also mooted, is that the pay structure for Burnham lecturers is being deliberately delayed by the Department of Education and Science and local education authorities in order to finance the teachers' pay rise. Also by further delay tactics the 1987 offer as well as the 1986 settlement will be no longer negotiated.

It is unlikely that MPs will champion our cause; our only form of support must come from the employers of our students. We must get the capitalists of industry behind us.

A rapid settlement is necessary even though we and the employers are miles apart. The services of the Advisory, Conciliation and Arbitration Service must be sought in order to reach a sensible and equitable agreement.

M H WADMORE  
9 Byworth Road  
Parnham  
Surrey

## Why we have reservations on 'balanced' science

Sir - I was very interested in Dr Brian Hellyer's letter (TES, November 13) concerning "the evangelical fervour of the protagonists for 'balanced' science".

The Institute of Biology has recently received some criticism for not adding its name to a list of supporters of balanced science published by the Engineering Council with the Social Science Research Council. Apart from the fact that the Institute felt this document rather lacking in detail, I wished to say more about such an important and exciting movement and has drafted a "Response to Balanced Science".

Some of the main concerns are:

- Technology is the application of science and should be incorporated throughout the three sciences and not treated separately.
- Syllabuses have been hurriedly produced, many are overloaded and do not cater for a range of abilities.
- Unless adjustments are made to A level syllabuses, some balanced science courses may not be adequate to prepare students for A level.
- Science departments may find themselves with no resident specialist teachers, as there will be little pressure on headteachers to recruit them for the teaching of "science".

This is not the place to detail all the

separate sciences at O level. The only exceptions were those who had done chemistry and biology at O level did slightly better at chemistry A level. It is surely one of the skills of our profession to assess the suitability of any course for our pupils, and to adapt it where appropriate. I used to enhance the chemistry content of the SCISP course, and I have no doubt that other colleagues are doing the same thing at the moment with GCSE courses, be they integrated or separate.

Breadth and balance in science mean a lot more than "science is a good thing". They prevent premature specialization, they stop girls from dropping physical sciences, and they provide the opportunity for those who teach the whole of an integrated course to have more contact with one group of children.

One comment common to both your correspondents (Letters, TES, November 13) concerns me particularly. Are balanced science courses an adequate preparation for A level?

I, like others, have used the Schools Council Integrated Science Project as a preparation for A level sciences. The results achieved leave me convinced that pupils are better off with a broad science background.

This, obviously, is only anecdotal evidence. But recent research by R Skinner through King's College shows that children who did SCISP got as good or better science A level grades than those who had done

reprints from *English in Education* and other journals. They bring together such articles and guidelines with a view to their practical use among teachers - for discussion, reference and, where appropriate, for help with resources.

JOAN GOODY  
Chair, multicultural/anti-racist committee  
National Association for the Teaching of English  
28 Corringham Road  
London NW11

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Institute's reservations. Suffice to say they fall under the main headings of staffing, resources, training, syllabuses, transition to Advanced level, and time allowed.

Finally, I must emphasize that, as stated in our response to *The National Curriculum 5-16* consultation document, "the Institute supports the introduction of balanced science courses" but provisions must be made for effective teachers, suitable environments and adequate resources.

Dr BARBARA TOMLINS  
Educational Officer  
Institute of Biology  
London SW7

## Clear view

Sir - Evangelical I may be about balanced science, but not, I hope, blinkered. Those of us with experience of teaching balanced science courses know that many of the concerns expressed by colleagues, while understandable, are unfounded.

Breadth and balance in science mean a lot more than "science is a good thing". They prevent premature specialization, they stop girls from dropping physical sciences, and they provide the opportunity for those who teach the whole of an integrated course to have more contact with one group of children.

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## What went wrong?

Sir - Personal experience and anecdotal evidence from schools which switched from GCE O level to the GCE/CSE examination suggest that the results of this year's examination in GCE/CSE English have sometimes been bizarre.

Five months after the examination was taken, some of us are still waiting for an explanation of what went wrong, either with our preparation or with the marking of the external exam.

The external examination should in theory provide an objective yardstick to counteract any abuse of the system of internal continuous assessment by the candidate's teacher.

On this year's evidence, that external yardstick - which should be at least as reliable as 100 per cent internal assessment - has broken down.

If, to get better results, schools that now opt for the combination of external examination and internal assessment are forced to go over to wholly internal assessment, that suggests the potential dishonesty and untrustworthiness of the system.

The accountability of the examining boards has diminished. The old GCE boards provided paper marks and examiners' subject reports for schools that sought feedback on their candidates' performance, and incompetent examiners could occasionally be detected and taken off the marking panel.

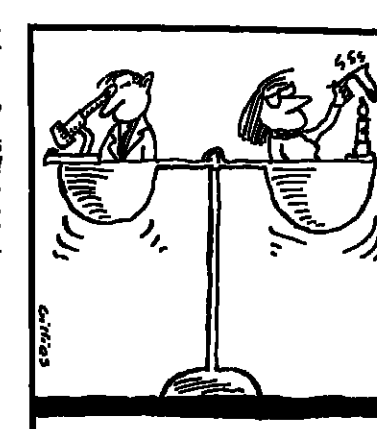
The new examining groups, which presumably include at least 50 per cent of markers who have not marked at the higher (GCE O) level before, provide neither marks nor individual subject reports.

All that we shall get from now on is a global report of subject performance for the entire group, which is of little help to individual schools and contains no element of accountability.

The prognosis for the reliability of GCSE results in English where subjective evaluation is probably greatest, is extremely disturbing.

I should be interested to hear from other English teachers who have had experience of this problem.

J BILLINGTON  
Head of English  
Repton School  
Derbyshire



separate sciences at O level. The only exceptions were those who had done chemistry and biology at O level did slightly better at chemistry A level. It is surely one of the skills of our profession to assess the suitability of any course for our pupils, and to adapt it where appropriate. I used to enhance the chemistry content of the SCISP course, and I have no doubt that other colleagues are doing the same thing at the moment with GCSE courses, be they integrated or separate.

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## Courses

## SPECIAL NEEDS 88

An Easter Course at CHESTER COLLEGE, 5th - 8th April 1988  
This is the second annual Easter Course for Special Needs in the North and will offer intensive courses in:

- 1 Profiling Special Needs: Direct Classroom Evaluation
- 2 Special Schools - Future Roles
- 3 Curriculum Evaluation within Further Education/Special Needs
- 4 Direct Instruction



# THE BIG S

Sex is an inescapable part of living and learning together – even in the early years – David Watts argues

Many parents object to schools teaching about different sexual "lifestyles" and "values" but not to the teaching of the biological facts. I suspect that this is academic hair-splitting at any age and I am convinced that it is meaningless in early childhood education. Facts and feelings, the teacher as a professional and as a person, and injunction and example are so inter-mingled for the young child as to be virtually inseparable.

A child's sex education is well underway before leaving home. In the relationships he or she sees and shares with others in the family. In the nursery or kindergarten it expands in three ways: in his or her observations of the natural world, in play with peers, and in the bonds formed with one or two significant adults outside of the family.

Whether or not a nursery has hamsters or gerbils, chances are good that the child will see animals mating on an outing to a farm or zoo, or even when waiting for a bus. In a group such happenings are less likely to go unnoticed. Some children will see and be quite uninhibited in their exclamations and curiosity. Others, more experienced, will be ready to comment – sometimes wisely, sometimes flippantly.

Here is an unavoidable learning situation. The only thing over which we have any control is over what is learned. More important than any other facts or explanations are the attitudes transmitted by the adult models to whom the child looks to cues. The teacher who seizes upon the chance to hold forth on the facts of life or about how beautiful it is, may be as inhibiting to the unsuspecting child as the adult who reacts with embarrassment or irritation.

A common tale, probably apocryphal is that of the mother who responded to her four year old's question "Mummy, where did I come from?" with a 30 minute explanation of the facts of life, with pictures. When she asked as an afterthought "Why do you want to know?", the child replied "Because Billy's mother says he came from America."

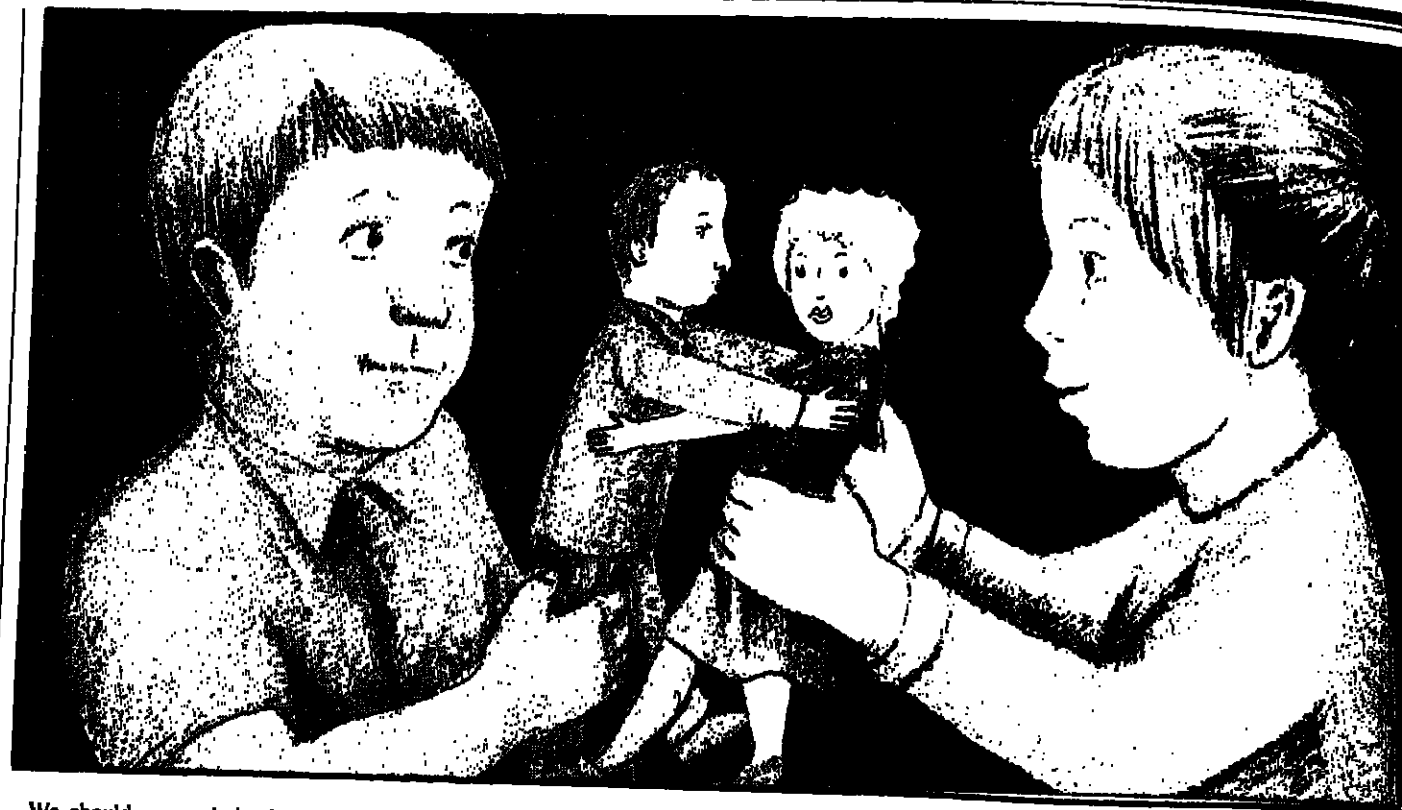
Great excitement stirs the staffroom. News of the new Allowance has just arrived. The school has been granted not one, but two of these new teacher incentive payments; two carrots of £501 to be dangled before the eyes of our staff.

Supporting verbiage suggests that his magnificence represents 4 per cent of our staffing total "rounded up to a whole number". What a relief to discover that no actual physical mutilation of staff will be required in the administration of the scheme, whatever other damage it may cause.

The guidelines set out by our policy sub-committee, do little more than echo the words of the Secretary of State. I am required in consultation with my governors and county adviser, to make these payments to teachers who fulfil at least one of four criteria:

1. undertakes responsibility beyond those common to the majority of teachers;
2. has demonstrated outstanding ability as a classroom teacher;
3. is employed to teach subjects in which there is a shortage of teachers;
4. is employed in a post which is difficult to fill.

I doubt whether there are many teachers on the new main scale who do not feel they deserve such a payment on at least one of those counts. We have four recipients of the old Scale 2 allowance, each of whom could claim, with justification, that they were undertaking responsibility beyond those common to the majority of teachers. Even,



We should respond simply and straightforwardly to what is asked, or to what appears to be asked, and trust the child to ask more when she or he is ready. I doubt that any conscientious parent can have difficulties with the school as a educator in this context.

"Learning through play" is a generally accepted approach in early childhood education, and such learning will inevitably include sex education. Modelling, painting, sand and water, toy trains and dolls afford a wide range of situations for expression of the child's interests, whether conscious or symbolic. A teacher does not need to be a Kleinian analyst to recognize penises in the playdough, sneers representing faces in pictures, acting out of urinating at the water table, or seduction in the role play of the Wendy House.

The child who occasionally engages in such play is not perverse or disturbed, and may not even be conscious of the significance of his or her acting out. Nor is a pseudo-analytic interpretation required; this can be as much an invasion of the child's privacy as certain kinds of touching. An attempt by the teacher to "play analyse" by bringing such symbolism out in the open may create rather than solve problems.

However, there is a situation in which directness, with delicacy, may be required. This is when the child appears to be quite conscious of what she or he is doing, and evidences anxiety at being "caught in the act". This situation is more likely to arise with a child from a family where the open discussion of sex is taboo.

What is needed here is to alleviate the anxiety, which is best done by a non-judgemental acknowledgement of what is happening. Sometimes a simple exchange of glances ("I know you know, and you know I know") all that is required. Other times a verbal acknowledgement may be helpful, provided that it does not single the child out in front of others: "Oh, you're peeing in the water today." (We're talking of a simulated situation, not a real one!) Often the child will then laugh and

be done with it.

More questionable is the age-old game of "doctor", which may show up in the Wendy House, the cloakroom or the playground. Some early childhood workers will maintain that a play area should be laid out in such a way that this cannot happen, with every corner open to surveillance. I doubt that this is feasible with the present staff-pupil ratios; even if it were, I don't think such a fish bowl setting is desirable.

If we are honest, most teachers will admit to engaging in such play at some time in our childhood; hence moral outrage is likely to be hypocritical. Yet explicit sex-play clearly cannot be condoned or permitted at school, not only for fear of the law, but to protect sensitive children from their more aggressive peers.

When this situation does arise, it must be dealt with swiftly, yet without laying excessive guilt upon the participants. Remember, many of the children may have become inadvertently involved. A simple "we don't do those things here," will suffice. No reasons or explanations are required.

Classroom "show and tell" times inevitably become sex education lessons when there is a birth in a child's family. No longer is this a simple matter of sharing "We're having a baby". In the last two kindergartens I taught in Canada, each year I had a vivid description of a home birth at which one of my pupils was present. In one case a five year old girl, in response to a classmate's question of how the baby was coming, told the class quite the matter-of-factly, "We could feel his head in Mommy's vagina."

Had I heard this story secondhand I would have suspected the situation was contrived or the child was unduly precocious. However, the girl in question was quite unaffected and straightforward. As far as I could see, she was a well-grounded, healthy child. The trend to have home births may be further along in North America, but I suspect it is not far off here and the teachers may have to be prepared for more children like her.

The final aspect of sex in early childhood education, more than any other, is caught and taught. I refer to the relationships that we as teachers and other workers form with the young children for whom we are role models. A child first learns about sexuality from relationships with and between his or her parents. The nursery or kindergarten teacher is often the first person to be admitted to this circle of significance.

The early childhood teacher has a relationship with the children that probably no other teacher's will equal. She or he bonds with them through eating, sleeping and toileting, in more situations and for more hours than any adult other than the natural parents. In fact she or he becomes a surrogate parent.

As a male in a predominantly female occupation, I am particularly conscious of this situation. Children require role models of both sexes in order to try on different aspects of their own sexuality. In a society where many children do not have a in-house male parent, this bi-polarity is also denied them in the early education setting. And the few males who do work in this field are often faced with sexist stereotypes that view them as "queer" and treat with suspicion any expressions of physical comfort and affection for a young child; gestures which, coming from a female, would be readily accepted. This doesn't stop me from giving my kids occasional hugs, pats and cuddles, but I am well aware that these are misinterpreted, not by children, but adults.

I fully agree with parents who hold that sex education belongs in the home. Unfortunately, it is but the latest of the responsibilities that parents have chosen to abdicate to public education. Earlier ones being health and hygiene, and "social studies". If they elect to place their children in educational institutions for the crucial hours of the formative years of their lives, parents cannot proscriber sex education from the curriculum. Sexuality is an inseparable part of all our relationships; sex education is thus an integral part of living and learning together.

am not suggesting that the parents would be wrong, simply that their starting point would be different. No doubt our pupils would come with their own unique list.

However the list was assembled, I am certain that it would contain more than two names. I cannot imagine how an allowance for "excellence" could be given to two of those names without making an extremely significant and negative statement to the remainder. I'm all for rewarding excellence, but not when given a 4 per cent limit.

In nine years of headship I have had the good fortune to work with a team of teachers. Together we have sought to respond to the challenges of the 1980s and to survive the criticisms, ideas and funding of our lords and masters. We have worked together in the best interests of our pupils and to gain the respect of parents. It is together that we have moved forward quickly, accepting new roles and responsibilities, and therefore it is together that I believe that we have earned the description "outstanding". This I say with due modesty, but in the context of a system that rewards excellence with an additional 40 pence per hour.

I have a deal of sympathy with staff who have suggested that we place the £1000 granted to us in the hands of our local bookmaker. Meanwhile, I need a pin.

Jim Smith is Headmaster of the Allerton School, Northallerton, North Yorkshire.

## Eeny meeny...

Jim Smith grapples with the new incentives

though that old allowance has gone, their responsibility remains.

Such a pity that the equation is so imbalanced; the additional rewards available are far fewer than the number of staff both willing and able to undertake that additional responsibility. No doubt the official line will be that all such responsibilities should be shared equally among all staff on the main scale, without so much as a carrot between them. While this may be ideal, I wonder whether it will generate the highest common factor or encourage the lowest common denominator?

Perhaps it would be safer to focus these allowances on those posts "difficult to fill". With main scale posts in shortage subjects – three in mathematics, two in CDT and two in science – here is surely an ideal opportunity to strengthen internal posts more attractive. But which department and attractive to whom? When fishing in sparse waters there seems little to be gained by tempting the fish already in the net.

I realize that I must practice a degree of insensitivity in my defence of scarce resources, but can I be both deaf and blind to that which is

fair and just, or oblivious to the dangers of "leading such a path"? It may be argued that the example for so doing has been set at the highest level, but a vestigial remnant of professional conscience warns against such an abuse.

Just suppose I reject both of these and follow what is undoubtedly the real intent of circular 8/87 – distributing the allowances "in recognition of outstanding classroom teaching". What an attractive proposition this is, carefully fashioned to have mass public appeal. Show me the head who would have the courage to speak out against it. "Outstanding classroom teaching" is what the better way than by financial reward?

The problem is one of definition. In common with all schools, I do have some outstanding staff. I certainly have more than two outstanding staff on main scale. If I were to add the opinions and personal list, then it would lengthen considerably. Each name upon it is a worthy candidate for any allowance that recognizes teaching quality.

If I were then to compare that list to one compiled by parents, there would undoubtedly be some similarities and some startling differences.

## Setting an example

Girls opt for science where women teach it, Margaret Sutherland finds

In Portugal, no one seems to have told them that science is for boys and men. Although there is a system of options in the secondary school after the junior secondary years, girls apparently opt for science subjects in an open-minded and confident way.

In university departments of science there is a predominance of women students not only in biology but in other scientific subjects. Last year at the University of Oporto there were 173 men and 406 women students on mathematics courses: in chemistry, 96 men and 235 women; in physics, 127 men and 158 women; in biology, 162 men and 313 women. At the University of Lisbon in 1985-86, the science faculty, had a majority of women in three subjects.

These figures do not mean that in Portugal sex bias in scientific studies has been eliminated. There is a significant difference between faculties of science and faculties of engineering: in the former women predominate, in the latter men. The difference can be clearly seen in one of the new universities, the University of Minho at Braga, which offers an integrated degree for prospective teachers, combining academic subjects (both Arts and Sciences) with professional training. Student numbers for this degree in 1986-87 were 944 women and 279 men; of these 433 women and 171 men are taking science options.

On courses leading to engineering degrees of various kinds there were 917 men and 387 women. In civil engineering in this university, as in others in Portugal, women appear rather more frequently than they would in Britain: in Braga, there were 42 women and 170 men; at Oporto University, 395 women and 599 men.

Sex differences are thus evident in career prospects and career ambitions. Many women students intend to become secondary school teachers of their subjects. Teaching in Portugal, as in other countries, has long been recognised as a good career for women. In addition to other attractions, it is said to combine well with family life.

For men, teaching seems a less attractive profession. The ambitious young man will opt rather for an engineering degree than for a degree in pure science; the vocational prospects and pay for men then seem likely to be much better.

Of course, not all women science graduates go into secondary school teaching, though many do: these women graduates also find employment in laboratories, administration, research centres or become university teachers and researchers. Ambitious young men also opt for medicine and law: but in these faculties nowadays they will meet with equal numbers of women students.

Thus in Portugal women learn science and teach science. They find the British situation quaint – those who have gone as postgraduate students to British universities have been astonished to find themselves in a small minority in their particular science department.

Yet in the one Portuguese chemistry school class I was able to watch, a group composed equally of boys and girls in the penultimate year of secondary school, it was the boys who were most vocal in responding to teacher questions or in asking questions. Three pupils were asked to write a solution on the blackboard – all boys; and five boys lingered after the lesson to discuss some points with the (female) teacher-student – though two girls and a boy similarly lingered to talk to the teacher-tutor (female).

Talking about the lesson afterwards, student-teacher and teacher-tutor agreed with me that in this particular class the boys did seem to talk more; but this did not seem significant to them; it may indeed have been a characteristic of this class only. Perhaps it should be added that in general girls are reported to emerge at the end of secondary school with better marks than boys; and it is these marks which determine entry to the universities where all departments select entrants on the basis of their school marks.

But, whatever the lingering traces of sex differences and of career choice differences, it remains the case that in Portugal great numbers of girls and women opt confidently for science subjects, teach them and succeed in them. There may be a moral in this somewhere.



## Dust to dust

Eddie Rowe calls for urgent Government action on the deadly fibres lurking in many schools



Hungerford infants school

Every child in Britain runs a serious risk of exposure to lethal asbestos dust while at school. Every local authority that has so far carried out surveys has found asbestos in one form or another in most of its schools.

Asbestos is likely to be found in the kitchen, boiler room, staircases and heating ducts of most schools. It is also used extensively in wall panels for postwar, system-built schools and in some classroom partitions used to modify older, traditional buildings.

Whenever it is damaged it releases ultra-fine fibres which can be inhaled and which – even in low doses – have been shown to cause cancer, usually 20 to 40 years later.

On average, five people die in Britain every day from asbestos-related diseases and it is possible that some of these have been contracted at school. A few enjoy no adult life at all; the youngest victim of mesothelioma, the asbestos cancer, was aged eight.

While even the most conservative estimate suggests asbestos will kill 50,000 people in Britain over the next 30 years – more than the likely numbers of murders – we still have not begun to grapple with one of the root causes of this carnage; the particularly vulnerable section of the population accommodated in potentially hazardous schools.

There are many schools in the country where the amount of asbestos fibres inhaled by pupils is far above an acceptable level. Most local authorities have done little or nothing about this environmental hazard; nor are they likely to without Government direction and funding. Meanwhile, those that have taken action are left to decide for themselves whether to try to seal up this dangerous substance *in situ* by painting over it or otherwise, covering it up. Or whether to remove it – a dangerous and expensive operation.

Protecting asbestos where it is actually costs more in the long term, however. And it does not reduce the real risk of contamination from fire, vandalism, or accidental damage to sealed-in asbestos by children or in the course of routine maintenance.

There is also now some evidence that sealing-in is not a satisfactory solution for a school building likely to receive normal use.

Scientists commissioned by the Inner London Education Authority carried out experiments at Ernest Bevin school in Wandsworth, where there are over 400 separate occurrences of asbestos. These suggest that even when supposedly sealed

fibres which can only be achieved by removing the asbestos from the buildings.

It is time the Government faced up to the seriousness of the health risk in our schools and helped to co-ordinate and finance the removal works of local authorities. The substantial quantities of asbestos installed in schools in the 1960s are much more accessible to children than earlier installations because asbestos was widely used as wall panels in high rise blocks and timber-framed huts. These panels are cracking up in many schools as the buildings near the end of their useful working life.

The ILEA provides an example of the difficulties I.E.A.s are facing – it is the authority that has probably done most to tackle the asbestos in schools so far. It was agreed that the asbestos roof at Hungerford Infants School needed removal because it was damaged and unsealed. However, the Authority's informal offer was withdrawn when the asbestos budget was over-spent, so even pressing needs are not being met in the current financial year. The ILEA says the work will still be done, but the trade unions fear that in the meantime staff and children will be exposed to increasing hazards.

The world's leading expert on asbestos-related diseases, Professor Irving Selikoff of the Mount Sinai Medical Centre in New York, is critical of the British Government's record. "The control of potential public exposure makes it essential to act to remove asbestos from schools."

"If the Minister refuses to provide the resources," says Professor Selikoff, "then you need to get a new Minister."

The recently-published independent inquiry into the asbestos contamination of the kitchen at Camelford school should provide the impetus for administrators, trade unions and other interested parties to consider our treatment of the carcinogen which is hidden in almost every school in Britain. In the United States \$600 million was provided under the 1984 Asbestos School Hazard Act. In Britain, however, local authorities are given no special funding by central government for asbestos removal.

A spokesman for the Department of Education and Science described the present arrangements for coping with asbestos as "adequate" on a BBC Radio 4 programme earlier this year but later admitted that the department does not even know how widespread the problem is.

Eddie Rowe is the trade unions' technical adviser on the ILEA Asbestos Joint Working Party.







# Senior Information Book Award

## Best of both worlds

Michael Duffy describes how the judges reached their decision



Senior Award - joint winner  
**Galaxies and Quasars**  
by Heather Couper and Nigel Henbest  
Franklin Watts £5.25

I was going to be a busy summer, even without the spate of consultative documents issued almost daily from the Department of Education and Science. But the prospect of joining the judges of the Senior Information Book Award was irresistible. It would be like spending September in an Aladdin's cave of delight, a bibliophile's counting house.

Well... yes and no. There were times when the unwrapping of the parcel was the keenest pleasure: some of the "series" offerings were, to put it mildly, uninspired. A handful of striking photographs, a perfunctory text not always closely related to them, and a page of glossary or further reading is no sure formula for success, as I am sure that any publisher who applies it at 48 (or even 30) pages for £5.25, this

sort of information comes a deal too dear. When the photographs come not in colour, but in shades of grey, the error is compounded. Heron Island, for instance, in Dryad's Island series (£7.50) was just about everything the island itself was presumably not: murky, over-crowded and dull. So was Life in Britain in the 1920s in Batsford's Finding Out series. At 48 pages for £7.95 it was expensive, too. Moreover, it had about it, like many of its weaker competitors, a palpable air of instant course work for what publishers must see as a promising GCSE market. An information book, one feels, should be something more than this. Children who turn to it should be both informed and stimulated; they should want to come back to it, to be informed and stimulated again.

In this definition, the familiar textbook must surely be disqualified. The Art of English (Schaffner and Sims) is no doubt a worthy and successful work, but we found it difficult to turn to it even once. Jesus in the Synoptic Gospels (Mowbray £3.90) had a scholarly and perceptive text, but little shelf appeal. Usborne's Guides (Technical Drawing, £5.50, was the best of these) informed extremely well, but hardly stimulated. Hence the preponderance of "issue" books. Among these, the search for topicality created certain problems. Elections, for instance, (in Wayland's Jacklustrer Politics Today series, £5.50) was heavily handicapped by going to press before June 1987, but its four colour photographs of Mrs Thatcher presumably indicate which way the wind was blowing. Living with Science in Singapore (Macdonald) was a strangely titled attempt to put development into an international context, rather spoiled by its wooden Janet-and-John dialogue ("Oh look! I can see the sea!") and Unemployment (Wayland, £5.50) managed to combine built-in obsolescence with deadly Whitehall jargon. "The longest-surviving MSC inflatable" doesn't exactly set the pulses beating. Here and elsewhere a proper concern for objectivity sometimes militated against readability. The most successful efforts, like Nuclear Safety (Watts, £5.95) or Food and Famine (Wayland, £6.50), skilfully combined balance with directness and clarity of view. Indeed, the second of these came very close to the award. It was a pity it used such an obviously dated supermarket photograph. "Apple Crumble - 8/2p" is the sort of detail that young information seekers pounce upon.

It was among the issue books, incidentally, that sponsorship raised its head again. Flight in Focus (sponsored by the R.A.F.) was less blatant about this than About Modern Farming, sponsored by a variety of agricultural and agricultural interests, and clearly

showing it. Prospective users may care to note that both are published by Hobson/CRAIC.

Health education figured prominently among the 101 titles submitted to us (honourable mention here to Diet and Nutrition, Watts, £5.95) as did conservation and natural history (on the whole, a disappointing entry) and geography. Honourable mention here to Passport to China (Watts, £6.95) but too much of the guide book about the text; and to Deserts (Watts, £5.25) which had excellent text and drawings, and irresistible photographs. Dishonourable mention to The Weather, (Macdonald, £7.95) a gimmicky and expensive pop-up book with exiguous text, string-and-cereal-packet models, and a very limited expectation of life. The most popular categories,

however, were history and science/technology. Among the latter, Dryad's A Day That Made You Series continued to impress; Last Day in Saigon, for instance, is a graphic account of the events of April 1975 supported by an excellent "Investigation" into the historical and political background, and by some rather grey but suitably sombre photographs. It came close to an award.

So did The Roman World (Kingfisher, £6.95), a brisk, enthusiastic text, lots of archaeological detail and good source material in free and lively translation; 95 pages, too - good value. Among the latter, Skyscrapers in Faber's How It is Made series (£5.95) is first class; well-produced, impeccably illustrated, and written with an architect's eye for detail and clarity.



Junior Award  
**Belong Born**  
by Sheila Kitzinger and Lennart Nilsson  
Dorling Kindersley £5.95

were there because they were available. A good conception, as our prize-winner reminded us, needs bringing to birth. Another welcome series in this area is Working Animals from A & C Black, dealing with elephants in Thailand as well as the more predictable police horse and guide dog. They will find a place in many classrooms and be read with pleasure, though without the perspective that the well-established Stepback series (also from Black) gain from their gently understated repeated processes. But do even eight-year-old boys want any more books about dinosaurs?

There are still pitfalls. Publishers could avoid and so improve the utility as well as the attractiveness of their products. Science books are going to be much in demand if the new curriculum becomes a reality, but those we saw hadn't really struck the right balance between experiment and explanation. They either told you what you were going to find out before you had the chance to do anything practical or else buried the expected results under a dense weight of post hoc theory. The Science Spirals series from Hamish Hamilton most nearly approach the ideal. Then there are books that seem to expose a rather narrowly minimalist; we read one on fruit that was about twice as expensive as a raid on the local greengrocer, half as informative and only a tenth as enjoyable. Books on everyday experiences need to have something extra in the way of imagination or sensual delight.

an excellent introduction to design and technology.

But it was Galaxies and Quasars by Heather Couper and Nigel Henbest (in Watts' Space Scientist series £5.25) that won one of the two awards that this year's judges made. This is a model of its kind. It is detailed and properly demanding, but it is written with a vigour, style and economy of language ("Some galaxies are rather scruffy", others "raise enormous tides in each other and tear out huge streamers of gas and stars") that brings out the excitement and the wonder of the physics. And the art work is quite superb. It is immensely impressive. We very much enjoyed it, and we know that its young readers will do so too.

And the second award? This is unusual, as followers of the competition will know. But The Ultimate Alphabet by Mike Wilks (Pavilion, £10.95) is a very unusual book. It is a book of strangely composite paintings - one for each letter of the alphabet. Each painting contains within it the representation of hundreds of different words, each of them beginning with the initial letter that determines the theme of the painting.

Over 7,000 words are so illustrated, ranging from aardvark to zygoma, and touching every sort of knowledge in between. The aim, of course, is to identify them. A master-list is thoughtfully provided, and there are prizes for those who need this stimulus. But there is something in the paintings themselves, and in the eternal fascination of words and lists, that drives the "reader" to the bookshelf and the library, in search of the information that words contain. It is a handsome and original work: an information book that is different. We gave it equal first place, and turned again to our dictionaries.

Senior Award judges: Lesley Bulman, author and head of Kingsdale School, South London; Michael Duffy, head of King Edward VI School, Morpeth and former president of the Secondary Heads' Association; Judith Elkin, senior lecturer in librarianship at Birmingham Polytechnic and compiler of the Books for Keeps Guide to Children's Books for a Multicultural Society.



Another problem is inconsistency within series; the excellent Gerbils, for instance, has a companion volume on rabbits with a mouth-watering picture of fruit and greenstuffs. Only a careful reading of the text, however, would warn children that these are the foods that can damage their pet's health. This seems to be an example of a case where overall editorial vigilance is called for. And what are copy editors doing in passing on such solecisms as "it's" as a postscriptive and "never ever" as an intensive, or fostering the impression, in a book on India, that the Taj Mahal is in Delhi?

Information books will soon be carrying a greater burden of responsibility. Schools and libraries will be able to afford even fewer of them, at a very time when a centralized curriculum will make the need for provocative, challenging or even dissenting views, challenging or even dissenting sources of fact and judgement all the more urgent. Doctrinaire solecisms as on Plantagenets, Yorkists and Lancastrians.

We were impressed too with Rulers and Rebels by Haydn Middleton (Oxford University Press) also for lower secondary, with its zappy headlines ("The Smithfield Mystery", "Standing up to the Stuarts"), its chapter on women, and its clear colour illustrations. But it does include the deathless line, "When the Government makes an important change today, it usually tells the people all about it", and the question about exactly what Vasco da Gama's crewman meant.

Questions were one of the judges' big concerns. If textbooks are going to do teachers' work for them, what's the point?

All illustrations taken from the winning books.

# Schoolbook Award

## A matter of course

English and History were this year's subjects. Roger Knight and Jessica Saraga report



—English—

New  
**Perspectives**  
Book 1  
by Angela  
Bell and  
Hugh Knight

Oxford  
University  
Press  
£2.95

There are English teachers for whom the very idea of a coursebook is anathema. They tend to be teachers of extraordinary resourcefulness and energy. To them no coursebook can be free of one radical disadvantage: its author must address an unknown audience. For such teachers, resorting to coursebooks compromises their individuality and discounts the particular character of their pupils - which only they are in a position to know.

It is an honourable stance and, in its emphasis upon the importance of the English teacher's own initiative and culture, exemplary. It is also at present, as indeed in any previous time, quite unrealistic for the majority of English teachers (which includes many non-specialists). For them coursebooks perform a vital function. Obviously they provide the bread and butter of English lessons; but, more fundamentally, they mediate prevailing ideas.

Prevailing ideas are of course not necessarily the best ideas. In any case, which are our best ideas? The present is both a bewildering and an invigorating time for teachers of English. They are beset by unresolved questions that, unsurprisingly, are reflected in the available course material: what exactly do we mean when we speak of teaching the native language; what is the proper standing of literature in our subject; what of the literature of other English speaking cultures; where do we stand on the contentious question of oral communication and its assessment? We can hardly expect fully coherent guidance on all these questions from any coursebook. So, what distinguishes the best?

The best work will result from an intelligent engagement with those difficult issues and will show the courage of its eventual convictions. It will have two key elements: a conspicuous responsiveness to well-tried theory and an equally palpable sense of its practice.

al bearings in ordinary classrooms. Angela Bell and Hugh Knight's New Perspectives 1 (Oxford University Press) has those elements. One feels, as they claim, that it is the reflection of several years' work in "mixed-ability multi-ethnic classes". The cultural diversity of the chosen literature, the admirably clear advice on the "stages" of written work, the overall attractiveness of presentation and, most particularly, the success of the book in finding an appropriate tone in which to address the pupils - these are features not commonly found in conjunction.

Rootedness in classroom experience and observation distinguished the best of the books submitted. Its dreary, utility title notwithstanding, Robert Wilson's Improve your Writing Skills (Robert Royce) clearly represents the fruits of a gifted teacher's "happy experience of preparing students for 16 plus examinations". Arising out of work at Aylesbury Grammar School, it is neither intended nor suitable for more general use; unlike the latest in John Foggin's Write to the Point series, Lifelines (Mary Glasgow). Lifelines, like the other Mary Glasgow

submission I Want To Be Me (Chas White and Christine Shepherd), has the crucial advantage over much coursebook material of separating its well-judged advice to the pupil from its notes for teachers.

Such a separation represents one answer to a problem endemic in coursebooks: the problem of address. Coursebook writers address pupils, but they too frequently find themselves unable to avoid a language that inhibits rather than encourages an engagement with their material. Rhodri Jones, in his enterprising collection One World Poets (Heinemann), tells his adolescent readers to "select some of the symbols and images the [Nigerian poet] Gabriel Okara uses and explain their effectiveness": an instruction both hackneyed and desperately difficult. In most of the poetry anthologies submitted, indeed, the frequently imaginative selections were in the hands of a list of variously routine or insensitive lists of questions. This deadly convention is the way to depress teaching in an always sensitive area of English. Indeed it's a symptom of the problem rather than a solution. Any teacher truly at home with the poetry will justify the questions. Any teacher needing the support of the questions shouldn't mess with the poetry.

These are lessons that should surely by now have been thoroughly learnt - in poetry particularly, but in coursebooks more generally. Even New Perspectives (especially book two) is not without dourly conventional comprehension routines on well-chosen literature. John Seeley's English in Evidence (Heinemann) is an intelligent indication of what comprehension can amount to in the area of "non-literary material" for GCSE. Seeley has the advantage, as David Self (Listen, Talk Communicate, Macmillan) and Paul Groves et al (Talk and Listen, Longman), do not, of a fully coherent view of what is needed. There is undoubtedly much in these books that will be of value in the contentious area of oral communication. They will, however, need to be used very selectively; for each is tailored somewhat uncritically to the questionable view of speech ("oral and aural skills") that underlines the current procedures for examining it.

RR

# Down with machine-gun questions!

The GCSE objectives seem to have concentrated authors' and publishers' minds wonderfully in secondary history books. Evidence and empathy skills pop up all over the place, though the answer to a good many questions has to be "pass". "Would you have trusted Colonel Guevara?" "We came in search of Christians and spices," said Vasco da Gama's crewman in 1498. What exactly did he mean? Well, who knows? What seems to be required is informed speculation, not something to exact the less able to deal with easily. Whether it's realistic to expect them to deal with evidence and empathy at all, this is not the place to wonder.

Anyway, it's as well for pupils to start off in history as GCSE, means them to go on. Skills in History by Paul Shuter and John Child (Heinemann) does just that for the lower secondary slot, taking us through Romans, Saxons, Normans and Tudors in terms of evidence, empathy, and causation, chronology and the role of the individual. It's a pity about the chronological void where you'd have expected some Plantagenets, Yorkists and Lancastrians.

We were impressed too with Rulers and Rebels by Haydn Middleton (Oxford University Press) also for lower secondary, with its zappy headlines ("The Smithfield Mystery", "Standing up to the Stuarts"), its chapter on women, and its clear colour illustrations. But it does include the deathless line, "When the Government makes an important change today, it usually tells the people all about it", and the question about exactly what Vasco da Gama's crewman meant.

Questions were one of the judges' big concerns. If textbooks are going to do teachers' work for them, what's the point?

All illustrations taken from the winning books.

—History—  
**The American West 1840-1895** by R.A. Rees and S.J. Styles  
Longman £3.95



teachers want this?), then questions really must be good ones. We were stumped by the questions on the very first page of A World of Change by Rosemary Kelly (Stanley Thornes, £3.95). We didn't like the machine-gun questions fired with routine inevitability in many books at the end of every topic, and were particularly put off in the two otherwise worthy Blackwell History Project books (The American West and Trade Unions and Social Change), by the question boxes with machine-gun-like rows of black question marks. We were looking for questions which would draw the reader inside the topic and facilitate learning. We didn't always find them.

Some of the best thinking is in the books designed for the Schools History (formerly Schools Council) Project. Crime and Punishment (Stanley Thornes) and Energy Through Time (Oxford University Press) both come with supplementary teachers' books. The Energy Through Time teachers' book emphasises the need for provoking thought and discussion in place of the traditional "What's the right answer?"

approach, and makes the vital distinction, where pupils are overwhelmed with facts, between "disposable" and "durable" information. The Arab-Jewell Conflict by S.J. Perkins (Macmillan) another SHP topic, successfully walks the tight-rope of impartiality and tells a compelling story. It's tough and sophisticated though, for GCSE level, and the assignments are hard to cope with on the basis of the text alone. But then it's a tough and complex topic.

The winner's task was easier, with its immensely colourful and appealing subject. The Longman The American West, by Rosemary Rees and Sue Styles, already into its third impression, scores also on its authors' evident engagement with their subject. There is no ethnocentric assumption that the American West's history belongs to immigrants because its future fate turned out to do so. Just as much as the story of the Frontier and the huge westward wave from the eastern seaboard which finally travelled coast to coast, it's the story of what amounted to genocide, the loss of a way of life,

and the triumph of property and possession over freedom. It begins with the life and culture of the Plains Indians, and ends, not much more than a century later, with the buffalo exterminated, and Big Foot lying dead at Wounded Knee.

The sourcework too deals with the Indian as well as the immigrant experience, and is carefully thought out to provide a deeper understanding of what's in the text, as well as to give practice in historical skills. There are clear links between text and illustration, and the layout has been managed without any of the muddle or overcrowding of so many of the books we looked at. In a good history field, there were no doubts in any of the judges' minds which book should win.

JS  
Schoolbook Award judges: Geoff Fox, senior lecturer in education at Exeter University; Gerald Haigh, head of Henry Bellars Middle School, Nuneaton; Roger Knight, senior lecturer in education, Leicester University; Jessica Saraga, who teaches at Nonsuch High School, Chertsey.



# Save! Save! Save!

Mary Hoffman on the good news and the bad news about conservation

Save Our Wildlife series. By Althea: Parrots 0 582 2322 3. Whales 23621 5. Gorillas 23620 7. Leopards 23619 3. Longman £3.95 each.

Endangered Wildlife. By Martin Banks. Wayland World Issues series £6.50. 9 85078 954 0.

Vanishing Habitats. By Neil Simon 0 86313 592 7. Saving the Whale. By Michael Bright 616 8.

Franklin Watts Survival series £5.95 each.

Project Ecology series: Land Ecology 0 85078 891 9. Plant Ecology 911 7. Urban Ecology 894 3. By Jennifer Cochran. Urban Ecology. By Mark Lambert. 1 85210 014 1. Wayland £6.50 each.

Considering Conservation series: Our Industrial Past. By Norman Farmer. 0 85219 720 9. Hunting, Shooting and Fishing. By Philip Neal 694 6. The World's Water. By Joy Palmer 692 X. Disappearing Rainforest. By Robert Prosser 719 5.

Dryad Press £6.95 each.

Countryside series. By Laurie Bolwell and Clifford Lines. The Countryside Under Threat 0 85078 938 9. Recreation and Tourism 937 0. Villages Today 935 4. Country Crafts and Industries 936 2. Wayland £6.50 each.

series is impeccable in its stance and has really lovely artwork - particularly the endpapers. So full marks to illustrators Barbara McGirr and Peter Gill. But the choice of typeface for covers, plus a school-y line all round the edge, reduces their shelf appeal.

"They don't have the apparatus of an information book, like index and glossary, which is appropriate right from the beginning of reading, particularly if you need to use words like 'camouflage' and 'migrating'. Nor do the books have the simplicity claimed for them by the publisher. Althea is addicted to the future and future-perfect tenses where the present would be equally suitable: 'The flock will have spent the night in the trees' is on the first page of *Parrots*.

"Whales are not fish" is the first sentence of *Whales*. What a way to start! The introductory note says that children can read the pictures while the 'story' is read to them and that is the trouble. So long as this material is presented in story form, how can children tell that the author of these plots is Nature and not Althea? Particularly when she tells you gorillas have 'wives'? Finally, nought out of 10 for the editor who let all the titles be printed in the singular on the title-pages and in the plural everywhere else.

Non-fiction for infants is the hardest of the lot, though, and you can feel the writers' and publishers' relief when they can un-convent themselves into longer blocks of text and harder words. Martin Banks has written probably the most important text in this batch, with sections on what causes extinction, active conservation etc. I also liked the boxed facts like the agreed international definitions of 'endangered', 'vulnerable' and 'rare'. This is the least off-putting presentation of the older books though it could still have been more attractive.

Franklin Watts' Survival series doesn't aim to attract. It's a gritty hard line approach to some very unattractive subjects, like 'Killing for luxury'. The two latest are equally powerful. *Saving the Whale* has some really sickening pictures and details. Particularly repulsive was the smiling little Poreese boy playing with the pilot whale foetus just ripped from its



Black-headed gulls, from Towns and Parks (Macdonald Nature Notes series, £4.50 each)

mother's corpse. It takes pictures like the motorway overpass for loads in *Vanishing Habitats* to help the flush of shame at being human to ebb.

Project Ecology manages to bring some fun in through the activities like 'comparing insulators' and 'keeping a snail'. But the expository text is too long and densely presented for the age-groups that would most benefit from these simple introductory experiments in natural science. Again, it is as much a design as an authorship issue. The *Considering Conservation* series, which appears to be written for secondary school use, takes up the 'double-appeal' to an issue 'approach', so beloved of information books on controversial topics. The valiant authors try hard not to be strait-jacketed by this. I liked *Disappearing Rainforest* for the clear diagrams and urgent tone, though what was valuable in *Hunting, shooting and fishing* was the cool and level approach. The facts speak for themselves, though I wish that the author had included a picture of fur coats in a shop window, as Martin Banks did in *Endangered Wildlife*.

Mary Hoffman

## Way back when

Families in the Fifties. 0 7136 2703 4. Families in the Sixties. 2704 2. By Alison Hurst.

Adam and Charles Black £5.95 each.

How We Used to Live 1954-1970. By Freda Kelsall.

Adam and Charles Black in Association with Yorkshire Television. £5.95. 0 7136 2925 8.

On the cover of *Families in the Fifties* a photograph of Bill Haley and the Comets. It is a photograph of a moment until I realized that it was in colour. For me Bill Haley will always be like Harold Lloyd and Astor, like a strictly black and white man. So those jackets were red were they?

However, I just want to say that although I was 12 in 1950 I never went to a Coronation tea party; my mother did not have a craze for indoor plants; never went to a holiday camp; *St-Flair Special* was unknown to me; of office bars I was entirely ignorant, and the DA was not much worn in my neck of the woods. Which proves nothing except that, as someone once said, there is not one history but many histories and we have to beware of giving children too stereotypical a view of the past.

That being said, both *Families in the Fifties* and its companion volume provide good coverage of a period which saw immense social change. As a young person which to hang the story of the book follows the Turners, a young couple married in 1946. You could argue about the generally comfortable and somewhat reserved tone, but such small reservations apart, the background is well laid and the pictures add information as well as illustrating the text.

Freda Kelsall's book is based on YTV's excellent schools programme with the same name and covers much the same ground in a slightly more sophisticated way for children a little further up the junior to lower secondary age range. There are many things here you thought you had forgotten: remember the Initial Teaching Alphabet? The Polaroid Swinger? Major news items are covered with the help of facsimile newspaper pages and many of the illustrations are in colour.

Gerald Haigh



## Dragon's tale

Walter Dragon's Town: Medieval People at Work. Written and illustrated by Sheila Sancha.

Collins £7.95. 0 00 195874 7.

Walter Dragon's Town takes us to Stamford in Lincolnshire, to an August evening and the following day, in 1274. Some merchants from Florence are expected in the town, and workers in the wool trade are hurrying to get spun wool and finished cloth ready for sale. Text and drawings take us through every process in the making of cloth, from the sheeps' backs to the export quays, against the background of the life of the town. We meet individual people, up and down the social scale, from Walter Dragon the seneschal, with the powers of a tyrant who answered only to Earl John de Warenne, to Henry Cobb the carter, from whom an unjust toll was exacted, and poor Thomas Savage, cast into prison for no cause.

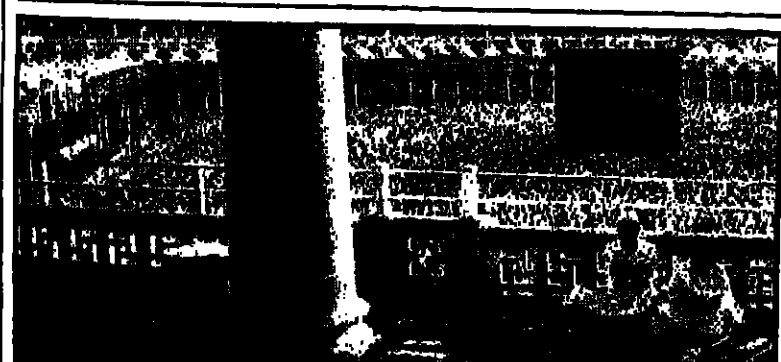
Lovely illustrated in pencil drawing with fluidity of line, gentle wit and impressive scholarship (any author will tell you that you need to know more, more, more, to draw something than to describe it), people, streets, and the buildings of the town come to life on the page, full of detail: here a child feeds a dog, there a shopper at a market stall has his purse-strings cut.

Jill Paton Walsh

Work of every kind goes on, and is explained in the drawings. People go to church, drive haywains through the street, learn, teach, gossip and trade.

There are other information books about daily life in the past (though few with such charm) but this book is different, with a delicious surprise in its title. The people we have met are not imaginary and illustrative, but actual people: the petty injustices which happen while we stare at Stamford were real occurrences which Sheila Sancha has found recorded as complaints in the hundred rolls, and like few such outrages in fact, though many in fiction, they brought their perpetrators a come-uppance. A new and juster king, Edward I, enquired into the state of his realm, and the jurors of Stamford complained on behalf of Henry Cobb and Thomas Savage and others, and pointed accusing fingers at Walter Dragon and his officers. The power of their Earl were trimmed, and his over-mighty seneschal disappears from the record. Unexpectedly, one of the pleasures of fiction - seeing justice done - is added to the abundantly provided pleasures of fact.

Sheila Sancha is to be congratulated, for a happy ending in a true story is seldom found.



Worshippers at the Holy Mosque. From Living in Makkah (reviewed below)

## Arab bazaar

The Middle East. By Maureen Ali. Macdonald Educational £5.95. 0 356 13161 0.

People at work in the Middle East. By Christine Osborne. Batsford £7.95. 0 7134 5571 3.

Let's Visit Qatar. By Maureen Rickman. Macmillan £4.50. 0 333 44980 0.

Living in Makkah. By Shadiya Sugich. Macdonald £5.95. 0 356 10327 7.

The Middle East is a vast area made up of countries which are home to a bewildering variety of peoples, religions and political situations. The radical changes taking place in this vital bridging point between East and West have attracted the attention of several publishers and some recent titles have attempted to interpret them for young people.

The Middle East by Maureen Ali is a revised edition of a title in the familiar Macdonald Countries series, first published in 1980. The revision has been fairly extensive, since much has happened in recent years and sadly a new edition entitled 'Adjustment through violence' has been added. The author has attempted the impossible, however, in covering the whole of the Middle East, including history, religion and the maze of 20th-century political

change in 45 pages. The coverage was bound to be superficial, which is dangerous in such a controversial and complex area.

The facts are stated objectively enough, but bald statements offer little help in interpretation for the young reader, especially where politically complicated and sensitive countries such as Iran are discussed. The text is fairly readable for the able top junior and lower secondary age group and the book is bang up to date, with Iran and the bombing of Beirut, but accessibility of text does not compensate for the constraints which lead to oversimplification.

People at work in the Middle East by Christine Osborne looks at a very specific aspect of the area and therefore is much more detailed. Unfortunately, the strange double column layout and curiously brief chapters, together with some rather dreary black and white photographs make this a forbidding volume even for 13 to 15-year-old readers to tackle. The text varies from the dry prose of geography text-books to purple passages like the following: 'Thundering out of the violence' has been added. The author has attempted the impossible, however, in covering the whole of the Middle East, including history, religion and the maze of 20th-century political

The historical background from 1453-1948 is covered in two paragraphs.

## Festivals

Carnival. 85210 019 2. Commemorative Festivals 018 4. By Jon Mayled. Wayland Festivals series £5.95 each.

Brothers and Sisters. By Sue Perry and Norma Wildman 7136 2934 7. Harvest Festival. By Lynne Hannigan and Renu Nagath 2935 5.

A and C Black Celebrations series £3.95 each.

Watch Festivals. By Julia Drum and Harry Sutton. BBC Books £1.95. 0 560 21339 6.

Festivals are fun. They are also increasingly fashionable with the publishers of children's books as they can be illustrated with lots of colourful, multicultural photographs. Wayland's Festivals series is no exception in this respect and, for the middle school age range, is one of the better.

Of its two latest titles, *Carnival* illustrates pre-Lent customs from

around the world, ranging from America (where Mardi Gras is celebrated with gay abandon) to Munich and Cologne (where Fasching incorporates a beer festival) and Britain (where we toss fried batter in the air). As well as Shrove-tide, the book also covers the Notting Hill Carnival and celebrations from Hindu, Chinese and Haitian traditions.

Its companion, *Commemorative Festivals*, concerns itself primarily with secular commemorations such as independence and remembrance days as varied as Burns' Night, Martin Luther King Day and Hiroshima Day. Though a very useful book in many ways, its illustrations are sometimes disappointing.

The Celebrations series for younger juniors and top infants is extended by books on *Harvest Festival* and *Brothers and Sisters*. The former is exclusively urban in tone and, although multicultural in appearance, is concerned only with the Christian tradition; the second is largely an introduction to the Hindu festival of Raksha Bandhan. On

this day girls tie amulets to their brothers' wrists to ward off evil and the boys give their sisters presents in return. That it is comparatively unknown in the educational world is probably because it occurs in mid-August. The book, however, is also a wider celebration of siblinghood.

BBC School Television's series *Watch* is focusing on a number of festivals this year and the accompanying *Watch* is a picture book packed with information which 'can be used at home or school'. Frankly, it is a mess. With anaemic artwork of the sort never seen outside information books and with getting on for 100 different festivals described in 30 pages it is quite unacceptable when you remember that *Watch* is a series for infants. Does this age group really want to know how Balinese girls have their teeth filed, why some Aboriginal youths have one of their teeth hammered out and how the Bulls are run in Pamplona?

David Self

## New look

Look at Faces. By Henry Pluckrose 0 86313 567 6. Look at Feet. By Henry Pluckrose 553 6. Look at Hair. By Ruth Thomson. 568 4. Look at Hands. By Ruth Thomson 554 4.

Franklin Watts £2.25 each.

Spotlight on Airports 0 86313 602 8. Spotlight on Cars 629 X. Spotlight on Dinosaurs 574 9. Spotlight on the Moon 575 7. Spotlight on Spacecraft 630 3. Spotlight on Trees 631 1. By Andrew Langley.

Franklin Watts £2.25 each.

These two new series from Watts look set to be winners.

The first builds on and complements the series for the nursery years and beyond - Thinkabout and Knowabout - but moves towards more substantial subject content which teachers have been asking for. There is, indeed, a slight progression within the Look series: while Henry Pluckrose is still interested in basic concepts, Ruth Thomson takes up a more traditional information-giving role. Visually the new series must be one of the sharpest in the business: a satisfying near-square shape, pointed up by bright primary colours and uncluttered



From Look at Faces

cover pictures by - no, not Chris Fairclough this time - Mike Galletly.

The subjects are homely - Faces, Feet, Hair - the aim, to stimulate curiosity, observation and experiment. Each book ends with a fact sheet, suggestions for further activities and lists of associated words and sayings. The authors guide the reader through in a personal, relaxed tone. While it is easy to place the Look books in the first school, it is harder to

Peggy Heeks

Dear Mary  
Thank you for  
the Thesaurus. It is  
great,  
brilliant,  
classic,  
excellent,  
fabulous,  
famous,  
fantastic,  
fine,  
outstanding  
Wonderful.

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from  
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OXFORD BOOKS  
FOR CHILDREN

## Surface tension

Usborne Explainers series:  
Things That Fly. By Kate Little. 0 7460 0105 3. Things on Wheels. By Kate Little. 0091 X. Things That Float. By Usborne £2.95 each.

Resources Today series:  
Metals and Alloys. 0 86313 615 X. Plastics 549 8. By Kathryn Whymann. Franklin Watts £5.95 each.

Science At Work series:  
Using Materials. 0 86313 481 5. Size is What. 482 3. By Eric Lalliwat. Franklin Watts £5.25 each.

Experimenting with Magnetism. By Alan Ward. Dryad Press £6.95. 0 85219 663 6.

Just one of these primary science books is the Usborne Explainers, pursuing that ever-popular topic of transport. They are made of the stuff that interests children: dragsters, grand prix racing, motorbikes, helicopters, zeppelins, rockets, submarines, lifeboats. All these and more feature, as well as sections on the biggest and fastest of these moving things. The style is almost a series of annotated pictures, with a plethora of facts packed around the appealing, colourful artwork. The pieces into a car assembly line, airliner, hovercraft, or what have you, are intriguing. Lots to stimulate and excite juniors, lots to help with topic work, and lots of value for money.

The Franklin Watts Resources Today series presents some straightforward factual texts on *Metals and Alloys* and *Plastics* which are suitable for the upper end of the junior school. The photographs and art work are often well chosen with, for example, an excellent shot showing the interior

of an open pit copper mine, and clear semi-diagrammatic illustrations make it simple to understand how a blast furnace works. The chemistry of plastics is complex but it is handled well and the presentation is within the capabilities of upper juniors. Mining, refining and shaping metals, and making and moulding plastics feature, as well as other sections including the story of a tin can and the story of a plasticity. Both books conclude with a facts file section.

I don't doubt the scientific and technical veracity of Franklin Watts, other series, Science At Work, but I leave primary school teachers to judge whether they think texts saying 'the ordinary forces of nature such as friction, viscosity and surface tension change with size in relation to other forces such as those due to gravity, inertia and the strength of materials' or 'the state of a material depends on the movement of the tiny molecules of which it is made' are suitable for their children.

The Dryad Press book on magnetism, with its unappealing graphics, old-fashioned look, and sometimes judge could be off-putting, yet there are strengths to the text. A wealth of ideas for experiments are put forward which could take many children well beyond the stage of finding out what magnets will, and will not, attract. The book is intended for children but the phrasology at times left me perplexed as to whether the author was writing for children or for teachers. Both could pick out many things to do, and the book would be a useful resource for a teacher.

Roy Richards

## Woollies

The Story of Wool. By Geoffrey Patterson. Andre Deutsch £5.95. 0 233 97923 9.

All About Wool. By Claire Johnson. Moonlight Publishing £2.95. 1 851000 3 1.

Geoffrey Patterson's books about farming are always delightful to read and wonderfully detailed in a way which respects both reader and subject. This latest one, like its predecessors, tells its story by means of clear text and superb illustrations.

We are shown how spinning was accomplished, by hand, by distaff and by wheel and the story of progress to the present day taking in all manner of cloth making and sheep rearing practices and processes.

I remained in the dark about one of two things though. The need for 'fulling', for example, is set out but I am still not sure what 'fulling' actually is, nor could I entirely understand from the illustrations how the fulling stock actually worked.

*All About Wool* on the other hand, despite its title, does not mention fulling at all. Still, this attractive little volume is intended for an earlier age group and as well as covering the basic ground it does deal with some of the things that Patterson leaves out, including the surely important point that sheep are sheared for their wool. To British with you can make a jolly rabbit out of an old pair of woolly gloves.

These two excellent books are complementary rather than competitive and a primary class looking for topics really needs both.

GH

## Information Books

How We Used to Live 1954-1970. Freda Kelsall.

Lively text illustrated with contemporary photographs describes the rapid changes which followed post-war austerity. Currently on TV. £5.95

Hena in Cyprus Family in Sudan

Salaama in Kenya Turkish Village

Lovely books... crammed with fascinating visual and written information. TES £4.50 each

Published earlier this year  
Library Alive! Promoting reading and research in the school library Gwen Gawith

Challenging and absorbing activities to help children learn the skills they need to become confident readers and borrowers of books. £5.50

A&C Black



## lingo

## Yibbies

Yes, we now have yibbies. They are the kind of people for whom the Midland Bank has designed a new sort of account, the Vector. It is aimed at "younger, self-assured individuals who earn a good salary but do not have the time or inclination to watch every penny in their account". That is what the bank says. Someone else says that they are yibbies, that is, young interest-bearing bank investors.

Yuppies appeared in 1984 or thereabouts, young urban professionals so labelled in US marketing jargon. They were matured or maturing hippies, if I have got my dates right.

We have also had Yuppies, Foudies, Casuals, Preppies, Buppies, Kuppies, Dinkies, Poscurs, Grobs, Sinks, Swells and Gothies. A confused writer to the letters column of a newspaper has complained about this rash of categorizations, and who can blame him? The way things are going, there will have to be an Oxford Book of Dotty Classifications, with supplements coming out every few years.

The confused writer, by the way, described himself as a Cospie: a confused older stable person. Me, I'm a Duthie: don't use them.

W S Brownlie

## Christmas Fun from Trentham

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*Swinehead Revisited* Pp. 198 Swinehead ISBN 0 949880 85 1 Pp. 198 Swinehead ISBN 0 949880 86 2

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Family fun - but not all children are as lucky as these

**Putting Children First** a volume in honour of Mita Kellmer Pringle. Edited by Ian Vallender and Ker Fegelman. Falmer Press £15.95. 185000 2185. £8.50 219 3

**Sharing Child Care in Early Parenthood**. By Malcolm Hill. Routledge £29.50. 0 7102 04973

**School Phobia and Its Treatment**. By Nigel Blagg. Croom Helm £25. 07099 39383. £11.95 50500

**Ethical Issues in Family Therapy**. By Sue Walrond-Skinner and David Watson. Routledge £16.95. 0 7102 11961

**Divorced Parenting: how to make it work**. By Sol Goldstein. Methuen £8.95. 0 413 15303 5

**For Your Own Good: the Roots of Violence in Child Rearing**. By Alice Miller. Virago £4.95. 0 860 68899 2

Why is it so difficult to take the needs of young children seriously? As I write the Government has just announced its intention to freeze the level of child benefit, already one of the least generous of such allowances in Europe. Yet it has long been known that provision for young children is a good investment for the state. It can save both financial and emotional costs later on in terms of the need for extra health care, extra help at school, the costs of public care and the problems of truancy and delinquency.

If public awareness of these issues has increased at all over the past 15 years, Mita Kellmer Pringle can claim a good deal of the credit. As founding director of the National Children's Bureau she was a tireless campaigner for the needs of children, and was able to influence academics, professionals and policy-makers across a wide range of disciplines. Her classic work *The Needs of Children* is still required reading. We now have a memorial collection of her papers, though I wish the editors had put her name rather than theirs on the spine and title page.

She was particularly concerned about the effects of disadvantage on young children, and the consequent burdens for the state. Some of her proposals have been taken up. For example, the primacy of the needs of the child has now been incorporated in most of the relevant law, so that it should prevail over those of unstable, unwilling or unfit parents. And it is salutary to be reminded that as far back as 1946 the Curtis committee was recommending adoption as the most effective form of substitute care for children deprived of a normal home.

Others of her projects have yet to be realized. She complained repeatedly about how pre-school care is stratified, with more affluent and better educated parents sending their children to voluntary playgroups and nursery schools, while poorer parents have to pay for childminding or day nurseries. She advocated a single integrated system of what she called "pre-school comprehensives" offering a range of service according to need. These ideas seem more utopian now than when she first put them forward.

Kellmer Pringle was a great believer in checking her intuitions by research and she would have welcomed the idea for such a study as Malcolm Hill's *Sharing Child Care in Early Parenthood*. Hill had the good idea of

## For the sake of the children

Stephen Barber on those in need and those who care

studying what happens in practice when parents arrange for those outside the immediate nuclear family to care for their young child. He is not only interested in regular formal arrangements, such as nurseries, but also care given by neighbours, relatives, friends and others such as members of baby-sitting groups.

Unfortunately his approach, though it may have pleased his academic supervisors, is just the sort of writing that gets research a bad name among busy practitioners. His book is much too long and his sample too small and too specialized - some 70 two-parent families in the Lothian region. He writes heavily, with no attempt to woo the reader, and indeed irritated this one by buttressing the trestle observation or idea with several references. He adopts the popular but banal over-simplification of classifying his families as either middle or working class. And even so he is unable to see the wood for the trees so that the reader emerges from a long book without any usable general insights at all. It is very difficult to get practitioners to read research, even when well and attractively presented, so researchers must accept some responsibility to consider their audience. Some of the studies recently commended by the *THES* in their pamphlet on decision-making in child care display the necessary qualities.

So, in many ways, does Nigel Blagg's useful book on school phobia, a condition which he carefully distinguishes from truancy. It is associated with neurotic problems rather than with the poor parental control and delinquent behaviour that characterizes truancy. Still, many readers will find the first half of his book heavy going, as he devotes it to a thorough review of the literature. He compares many treatment approaches before all, for the simple reason that a vigorous empirical approach to treatment in which fears and anxieties are exposed and unconsciously confronted. In every case enforced school attendance is advocated with great necessity. Escort systems are favoured and the explicit or implicit threat of legal intervention is regarded as a legitimate therapeutic lever.

These firm words would also describe Blagg's own approach, which he worked out over a period of years as an educational psychologist without any special facilities. The second half of his book is given over to describing his own technique. He takes the reader step by step through all the tasks and pitfalls, from medical factors to establishing his therapeutic techniques to the

discussion of social issues. Mary Wark is probably the best known because of her leadership of the debate about artificial methods of human reproduction.

None of the philosophers here at her stature, but it is good to see them involved, and even better to see them lay into the "strategic method". It seems to consist of telling families in the belief that this will do them good. Other contributors discuss how the interests of some family members can conflict with those of others, and the particular pressures on women to keep their families in treatment as they often have most to lose if it is unsuccessful. I wish a lawyer had also been involved, as many kinds of family work take place only one step before the court, such as conciliation in divorce and rehabilitation work in child care. Perhaps this will be done another time.

Sol Goldstein's book on *Divorced Parenting* differs from the others in that he writes directly for families rather than for professionals trying to help them. His main point is that two separate parents still can and should be mother and father to their children. This basic truth is nevertheless often lost sight of in the pain and confusion of actual divorces, where the adult feelings about each other can easily swamp those of the children. Apparent concern for the welfare of a child can often be a way to get back, or to get back at, the lost spouse. Goldstein carefully, painstakingly and unmercifully disentangles the children's needs from the adults' problems, and forgetting their needs (too and often advice and examples on how to sort out practical problems. He believes it is possible to be frank with children without overwhelming them with adult problems or damaging them. Indeed, he contends that with careful handling divorce need not be damaging. He is Canadian but his book has been fully adapted to an English audience, and is one of the best of the new self-help books about divorce.

Alice Miller comes from quite a different world. She is a naturalistic Swiss psychoanalyst who, late in life, discovered that many of her patients had been physically abused as children. Her book is a passionate plea against what she calls "poisonous pedagogy", the kind of child-rearing that emphasizes discipline and obedience at the expense of spontaneity, trust and discovery learning.

English readers will be familiar with this, and will have learned that this traditional view encourages the growth of what is known as the authoritarian personality. But it is a live and current concern for Miller. She cites German child-rearing manuals and case histories to support her case. Her most powerful example is Hitler, who was himself an abused child, and who may have been, or may have thought he was, partly Jewish. She has convinced me that these are key factors both in his personality and in his success in persuading the German people to follow him. Hence her subtitle: *The roots of violence in child-rearing*. Her book is too long, arid and in parts almost unbearable to read, but on the main issue one can only shudder with recognition.

Stephen Barber is social worker for the London borough of Kensington and Chelsea.

Cardinal de la Rochefoucauld, Leadership and Reform in the French Church. By Joseph Bergin. Yale University Press £22.50.

The Counter Reformation in France is a remarkable story. It is associated with a number of lay individuals, such as Madame Acarie, who made her house a meeting place for those who were determined upon a spiritual regeneration; famous saints, such as Francois de Sales and Vincent de Paul; reforming clerics such as Pierre de Bérulle, who combined a mystic sense of humiliation and abnegation with great practical abilities, so that he founded the Paris Oratory (in 1611); Jesuits, such as Coton who became confessor to two monarchs, missionaries such as Michel Le Nobletz and the indefatigable Julien Maunoir who carried out literally hundreds of missions in Brittany. All these activities and achievements took place within the framework of the rivalries which are to be associated with the Court, with Gallicanism, with the Parlements, the University and the Papacy, as well as with ambitious individuals.

Among the many personalities of this Counter Reformation is Francois de La Rochefoucauld, the great uncle to the famous moralist. He lived from

## Singled out for honour

1558 to 1645 and was bishop, Cardinal, Grand Almoner to the Court, President of the King's Council and Papal Commissioner for the Reform of religious orders in France. Yet, we learn from Dr Bergin, that in spite of having held these high offices, and in spite of belonging to one of the most distinguished of aristocratic families, La Rochefoucauld is far from being a well known historical figure. He is not revered as are the saints, he is not surrounded by the same adulation as are the missionaries (one thinks of the many legends concerning Julien Maunoir), he never achieved the political power of Richelieu. Indeed, when he was made a Cardinal in 1607, it is difficult to know exactly why he had been singled out for this honour. He had no background of personal service to the Crown, he was ill at ease at Court and had no personal ambitions there. He was frequently absent from Paris when he was bishop of Clermont because he believed that a bishop should reside in his diocese.

This book, however, saves La Rochefoucauld from neglect. Dr Bergin has discovered many manuscripts which are, as he tells us, very uneven, but which enable him to document this long and active life. In some respects it is a biography; but essentially it is a study of some of the

problems which faced the Church and the ways in which those in authority attempted to resolve them. Written with admirable clarity and directness this study enlightens us on the Counter Reformation (or *renaissance religieuse* as the French prefer to call it) as a whole. No-one believes that the Counter Reformation was simply an answer to the Protestant Reformation (the missionaries in Brittany had a few worries about Protestants but many about paganism and about the malpractices of the Church), but was rather a long drawn out movement, which may have begun much earlier and have flowered much later than has often been thought.

Among the many commonly held assumptions which this book questions is that the upper clergy of the French Church were not noted for their devotion either to duty or to religion. The most celebrated bishop of the Ancien Régime, Talleyrand, is sometimes regarded as the most typical. But although La Rochefoucauld's appointment as a bishop, at the age of 25, was in line with a particular pattern whereby the territorial power and the aristocratic connections of the family were most influential (and could even override the ruling of the Concordat of Bologna that he was under the minimum age for a bishop) this ecclesiastic

did not fit into any pattern of cynicism, indifference or absenteeism. So great was the reforming reputation of La Rochefoucauld that his contemporaries compared him to Carlo Borromeo, of Milan, who was the model bishop for Catholic Europe. Later historians have even suggested that La Rochefoucauld was directly influenced by Borromeo when he encountered him during a visit which he paid to Italy when he was 21. Dr Bergin, however, argues that there is no evidence to support this edifying tale. Instead he points to the list of books which the Cardinal kept in his private oratory, and which shows how he was certainly influenced by theologians from Spain and Italy (as Madame Acarie had been influenced by an English Capuchin friar). But the single great cause which La Rochefoucauld identified as being at the root of the Church's problem was the "prodigious ignorance" of the clergy. This was the great discovery of the Counter Reformation as it was also the discovery of the Protestants. Dr Bergin's excellent book shows us how, even if one studies one single Catholic magnate, one should be studying religion in its widest sense.

Douglas Johnson

## Battles won

**Dear Girl: the diaries and letters of two working women 1897-1917**. Edited by Tiert Tompson. The Women's Press £6.95. 0 7043 4026 7

**Out of the Cage: women's experiences in two world wars**. By Gail Braybon and Penny Summerfield. Pandora £6.95. 0 863 58 228 1. **Women in Wartime: The Role of Women's Magazines, 1939-1945**. By Jane Walker and Michael Vaughan Rees. Macdonald £9.95. 0 356 12887 3

"I cannot see how we are to get an ideal man until woman is spiritually and economically free. I wonder whether such a man will ever exist!" Eva Slawson wrote provocatively in her diary, not during the women's movement of the 1970s, but actually in 1913. Her diaries and letters between 1897 and 1917, along with those of her best friend Ruth, are collected in *Dear Girl*. They make an unusual and illuminating read.

As working women who did a range of jobs from manual to secretarial work, Eva and Ruth speak of long hours and low wages. With domestic chores as well there was little time left for themselves, but they both showed a remarkable thirst for thinking, reading and writing.

They also became increasingly actively involved in political and social issues as they advocated non-militant action in the suffrage movement, experimented with vegetarianism, and - thrown into the First World War - campaigned for peace. The *Sex Question* figured prominently in their minds, and they shyly deliberated on the idea of Free Union (sex before marriage), which was fashionable in liberal circles at the time. Indeed, sexual frustration caused much regret for both Eva and Ruth, though Eva in particular felt herself to be an "odd" woman (because there were more women than men in the early 20th century some women felt surplus).

Thompson's editing concentrates on the relationships between women, and she seems closely involved herself in the lives of her subjects. This adds an intensity, but a wonderful whether a little more distance might have produced a shorter book. She suggests that either unavailability or the dissatisfying nature of relationships with men reinforced women's amazingly deep and close friendships. If a few battles have been won since 1917, the type of passionate friendship has, for the most part, sadly been lost.

Though Eva and Ruth claimed to be "ordinary" women, one suspects their activities were unusually wide. Many other women were tied to the house, in



From Working for Victory? Images of Women in the First World War by Diana Condell and Jean Liddard (Routledge, £19.95).

1911, writes Gail Braybon, just 29 per cent of the workforce was female, and it wasn't until the First World War that women were recruited en masse to fill the jobs left vacant by men who had joined up, or to make munitions. The pattern was repeated in the Second World War when 80 per cent of married women joined the war workforce in some capacity. In *Out of the Cage*, Gail Braybon and Penny Summerfield describe women's employment patterns and experiences using interviews which they back up with statistics. The result is light rather than weighty but very readable.

If women gained financial independence, job mobility and (sometimes) equal pay, they were also exposed to health hazards. TNT turned the skin bright yellow - obstructive attitudes by male unions, and something called "the double burden". Women were weighed down by domestic duties while continuing to work extremely long hours. One factory graciously claimed that shift work would help women do a full time job as well as the housework. Where was the time for sleep?

Even so, once women had spread their wings they were reluctant to be caged again. Although both wars ended a general effort to persuade women to return to the home, large

numbers of women wanted to keep their jobs. Given that women had few sympathies with war, claim Braybon and Summerfield a little insistently, they did at least gain some ground. But it wasn't enough, they add. After all, in 1987 only 37 per cent of the civilian UK workforce is female.

*Women in Wartime* is an intriguing and amusing look at the role of women's magazines during the Second World War. Jane Walker and Michael Vaughan Rees have furnished a wealth of detail about how people lived. *The Lady* reported that "The President of the Board of Trade has cut in two the large bath towels he used to enjoy to cut down laundry bills and hopes this plan will be followed all over the country".

There are poignant examples of wartime stress - "wash away traces of tears with warm weak tea" - and extracts from problem pages advising on issues as diverse as how to look your best in an air-raid shelter to the ethics of dating a black GI. The magazines also illustrate a change in attitude towards women's independence: "there should be an end to the unnatural cleavage between the career woman and the homemaker" stated *The Lady* in 1944. So what's new?

Helen Ryatt

## Hold fast

**The New Babel**. By Peter Mullen. SPCK £2.50. 0 281 04256 X.

Now then, let's start at the beginning - what was the old Babel? Mr Mullen should not have assumed we know, not when one of the more lamentations in this modern jeremiad is today's neglect of the Bible. Well, there it is in Genesis: "the whole earth was one language and of one speech". But men got cocky, reckoned they could build a tower right up to heaven, so to take them down a cubit or two God resolved "to confound their language that they may not understand one another's speech".

Now it's baffle again. Words by the million, images by the acre, none demanding more than infant-class attention span as they are shot-spread through radio meshworks or squeezed out of enthrone ray tubes. Media controls our sensibilities, pre-mixes experience for us - "three pensioners were killed in a house fire in Bradford, now here's Barry Manilow with..." Radio 2 has spoken. The Church snappers on behind, terrified of being left off this all-glitter bandwagon.

"Nice to see you," calls the vicar in one church, then leans forward, ear cupped, to evoke "To see you, nice" from his TV-conditioned flock.

Muzak in pubs, shops, wherever two or three are gathered together, bleepy cash registers, toys that make a noise because the micro chip has made it perpetually possible and the pop papers' front pages publicizing people who do not exist except as images in a soap opera: all is blather and image, as though we had forgotten the prohibition about the worship of images. "What are the roots that clutch..."?

In the face of this collapse of a unifying tradition, a disintegrated society, what? Mr Mullen's remedy will appear ridiculously naive to some, breathtaking in its simplicity to all. It is nothing more than a return to living by the Bible. King James approved and the Prayer Book that Cranmer wrote. He confesses straightaway that he sees not much hope of this happening, but he writes with such conviction in the later chapters on why this is the path to follow that the reader recognizes that here is one man at least who is determined to "hold fast to that which is good".

Bert Lodge

## Key Ideas

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## ARTS

## ARTS

## Lit Comp

Competition No 100. Report by Charybdis.

"Difficult" complained some of you: and yes, indeed, it was. But how insulted you would all be (I hope) if we invariably set you something easy. In his fine classroom poem, "The Best of School", Lawrence writes of his (at least momentary) rapport with his pupils and of their eyes glancing at him for the grain of rigour they taste delightedly.

If you found the grain of this competition a little rigorous, your entries gave me delight at least; and, as the whole point of allocating more space than usual to this Result is to print more of your pieces than we usually can, I shall merely commend the ingenuity with which many of you tackled the assignment, congratulate the winners and thank all those who took time out to enter. £10 to every entry printed. Brian Wilkinson was the closest runner-up.



Top up for Betty (from *The Times* December 1, 1987)

Mrs Betty Boulanger, the oldest inhabitant of Lawson Hatch (Essex), yesterday celebrated her 100th birthday in style by passing the benchmark tests for centenarians with flying colours. The recently introduced tests for the over-65s, to be taken at five-yearly intervals, represent the key element in the new performance-related pension scheme due to come into operation next spring under the joint administration of the DHSS and Mitsubishi. The tasks successfully completed by Betty included making a solo shopping trip to the local supermarket and arranging a hairdressing appointment completely unaided.

Prime Minister Margaret Thatcher, herself a sprightly 90-year-old, added her own telegram of congratulations to the one sent by the King. Lawson Hatch town council plan to mark Mrs Boulanger's achievement by erecting a specially inscribed bench in her honour on the market square.

Geoffrey C Perrin

Jehovah created the world in 6 day-light-days of 16.6 hours. (There being no street-lighting in Eden). Thus 100 hours = perfection. The bits sliding

## Marks out of 100

away on the tail of the recurring 6 symbolises infinity, or the divine commission for putting the deal in place. Our troubles started when scientists invented days of 24 hours. On a 6-day basis, that's 144 hours, a figure that gave cranks heretical ideas about duodecimal systems; it also encouraged creeps like Schoenberg to ruin our ear drums. When atheists slung the 7th day in, we had 68 hours more than God intended. No wonder there's mass unemployment! I suggest we revert to the 16.6 hour, 6-day, perfect 100-hour week and as a moral gesture, give the odd 68 hours to the Third World as a standby credit. Ergo; no more hunger, no more unemployment, and a Nobel prize for me, Milton Friedman, eat your heart out.

Russell Lucas

## The Challenge

There is no way I could resist your challenge, Herewith, Charybdis, just a line or two: Eventually the muses will inspire me. Or perhaps an idea strike, out of the blue. Like many others, I attempt your Lit. Comps.. Drawn down towards your whirlpool once again; How hopelessly I struggle to impress you,

Until I pause to rest my weary brain. Needless to say, the special prize on offer does seem to make the effort more worthwhile; Revive then, flagging spirit, be creative. Express yourself with fluency and style. Declare now, competition spinner. The entry judged to be the winner. Happy the one on whom the heavens will smile!

Sonia Y Williams

O glorious year of 2079 Which if we do not celebrate would be a notorious crime. For a hundred years of Tory rule Have proved what Mrs Thatcher said was right and not a load of bull.

When the bombs fell and wiped out our home lands, Her far-sighted wisdom ensured we still had the Falklands.

We now have the strongest economy of all six islands that remain. To sing my praise of her sincerity I cannot refrain. Unemployment has now fallen to one per cent

The other ninety-nine own their own tents. The doctor, the school teacher, the policeman and nurse Are all privatised and no strala on the nation's purse.

Let us give thanks to our saviour who proved she wasn't barmy, For we still have our air-force, navy and army To safeguard our national curriculum and stocks and shares, And ensure that Fiat will never take us unawares.

Jock Whiteside

I shall not write to the TES... I shall not write to the TES... I shall not write to the TES...



Midst alma mater's punishments, As various as Helms (Detentions, canings, banishments), There stood A Hundred Lines.

"I must not talk" and other crimes We penned, and found it handy To list each word a hundred times: Our modus operandi

Thus "I, I, I" and "Must, must, must" We scrawled, not caring tuppence. But Maths - he must our scheme have sussed And dealt us our comeuppance.

Too long his rubric, truth be told For that (centuple damns), "Boy, write me out a hundredfold: Behold comms to obey is better than sacrifice and to hearken than the fat of rams".

The above will ring a Hundred bells for those who were boys at Latymore Upper School, London, in the 1920s, 1930s and 1940s.

Michael J Smith

Overheard in Sun Seekers Travel Agents, Elba

Good morning, sir and may I say We're pleased to plan your holiday. Perhaps an island? St. Helens? You're right. We'll look for something cleaner.

Now what about the south of France - After a trip by sea, perchance?

Then Paris and, of course, Versailles And Belgium's nice if it stays dry. Who knows, if it's O.K. with you, We'll finish up at Waterloo! The length of tour? It indicates A Hundred Days at cut price rates. Just sign your name and then we'll start.

It's foreign is it? Bonaparte?

Phil Carradice

Complaint of an old - a very old - English Archer. (circa 1453)

When I joined up and signed my name They said that I'd be home again By Christmas. But they all neglected To say which Christmas they projected.

This war, confirming all my fears, Has lasted for a Hundred Years!

Phil Carradice

## The Centenarian

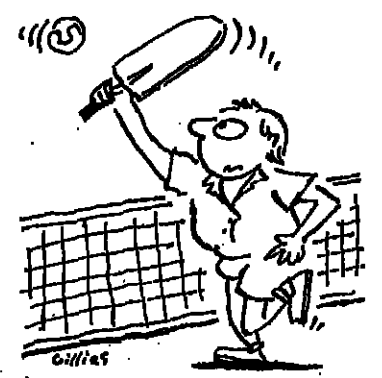
So all day long I spent my precious time Looking for themes in your infernal game. Unsure if you would frown on lack of rhyme Or just remark: "It's really all the same."

Napoleon's final days failed to inspire; I thought of Argos, with his hundred eyes, And peacock-proud I felt poetic fire But that soon wens. (I found it no surprise).

I came on Celsus and his centigrade Yet still observed the chill of Fahrenheit; Cricket was out - I don't know how it's played, Thus morning musings turned to wasted night. I must have aged a hundred years or more Since taking up your challenge, raw but keen,

And though your letter may not find my door At least I'll get a message from the queen.

Frank McDonald



What if the Index falls a hundred points? Percentage men desert the City streets The love of money always disappoints And currency of commerce often cheats.

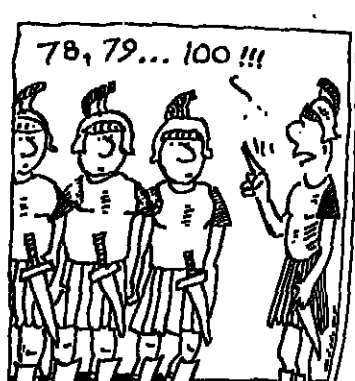
Or if a weather forecast gets it wrong? A hundred in the shade, perhaps or worse - Rough 100 m.p.h.s blowing strong And scything trees? Not worth a thinker's curse.

A hundred years for war's a record even Though many 'old uns' reach a private lun.

And earn for this a royal telegram. Then fade into obscurity, unsung. But Gutting's centuries, remembered, mount.

It's Lords or Headingley where hundreds count

D A Price



The Roman soldier, bred in war's slams, A quarter century would serve in arms 'Twixt Danube, Clyde, Euphrates, Rhine and Nile

He marched, ten hundred paces to the mile, And dreamed of that proud day when he might stand Before his own centuria, in his hand The vine-stick, o'er his helm the transverse crest.

Promotion to centurion to attest. But cave, scholar! Do not be misled. Though centipedes twice fifty legs are said

To have; though dollars hold as many cents And one per cent a hundredth represents; Though centenarians, since their hour of birth, Have dwelt for five score years upon the Earth.

Commanding not a force of ten tens ten, Centurions led only eighty men!

Michael King Macdonald

Christmas Competition (No 102). Set by Seylla. In our Christmas Day number we want to publish a hymn to the Nativity 1987. We should like it to have Milton's eight-line stanzas and his rhyme scheme but not necessarily his style. Two, three or four stanzas please by December 10.

## Pomp and panache

Philippa Davidson reports from the Albert Hall

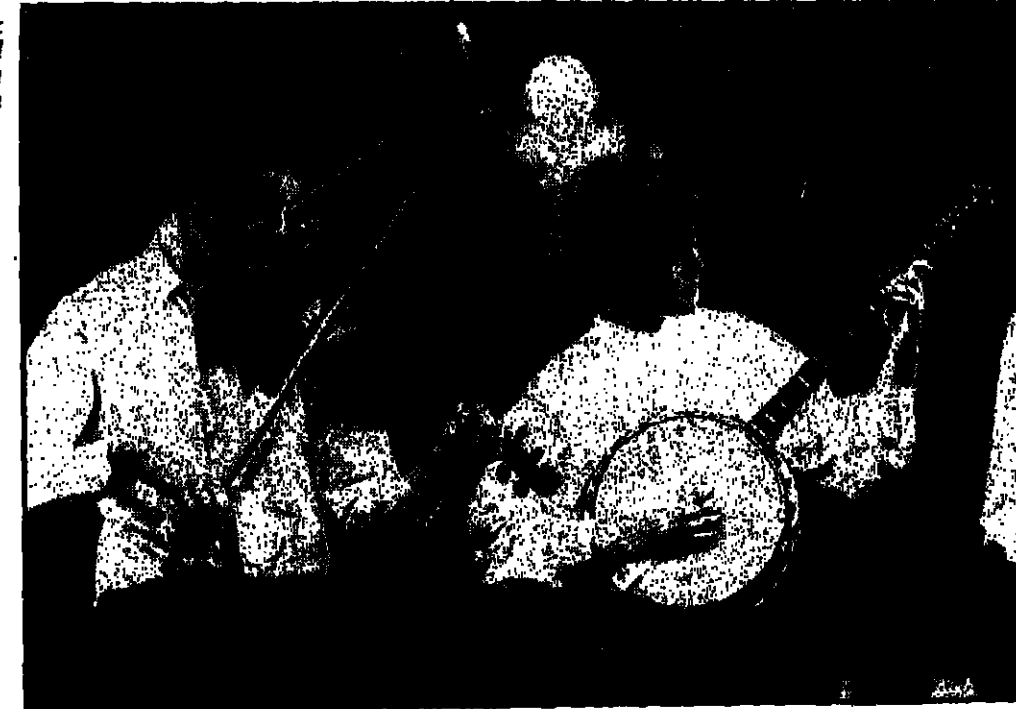


## Schools Prom

The Schools Prom Royal Albert Hall, November 23 and 24.

It's a sign of the times when a Schools Prom begins, not with the usual brass fanfare, but with a steel band. The Radcliffe Rollers, easily the most visually exciting of Monday's groups in their shimmering blue shirts, certainly knew how to get a pianissimo from their instruments. However, perhaps their playing was a little too restrained for the opening of a Schools Prom. The band was at its most successful with pop numbers though it is to be congratulated on its attempt at *Ave Maria*

Greenpark Traditional Group from Armagh



with a brave, surprisingly moving solo line from Joseph Servi.

Bigger sounds came later with Stockport Schools Stagesound blasting off the second half with Gershwin, Mancini and an ingenious arrangement of "The Blaydon Races" that must have warmed the geordie hearts in the audience. Bury Youth Orchestra tackled the mighty Saint-Saëns Organ Symphony, but the results didn't quite reach the expected heights. Surrey Youth Orchestra rounded off Monday evening with a sensitive performance of Elgar's Wand of Youth Suite No 2, achieving dynamic and rhythmic subtleties in "Bells", "Butterflies and Moths" and "Wild Bears". But this is not nursery music and is arguably not a suitable choice for a first night audience.

The vast proportions of the Albert Hall are not ideal for chamber music. Justus, a talented duo that are obviously more at home playing in the streets of Walsall, their usual venue, seemed a little uneasy with Handel's E Minor Flute Sonata, and even the excellent Cromwell Jeal Quintet had difficulty in projecting themselves in the Rondo of the Boccherini Cello Quintet, although technically they are outstanding.

Other small ensembles fared better.

undoubtedly the Birmingham Schools Concert Orchestra, although it would have been good to hear this highly professional group in an item of serious repertoire as numbers like "Chitty Chitty Bang Bang" are inevitably drowned by audience participation. Tuesday night was Schools Prom at its best, with a variety of music of a consistently high quality, stage managed with exceptional slickness. Traditional jazz has been out of fashion for some years, so Four by Four from Doncaster made a refreshing change with their sultry "St James' Infirmary Blues" and the lively "Five Foot Two". Flat Pavan, the early music group from Glasgow, included more singing than usual in their programme, which was perhaps better suited to a more intimate venue than the Albert Hall. The professionalism of their percussionists in the final Bransle, and indeed of their whole presentation, was nothing short of impressive.

Anyone who harbours a sneaking suspicion that one band sounds much the same as another would do well to compare the varied ensembles on stage this year. Stockport Schools Brass is a highly-polished outfit that bears little resemblance to a school band or the brass band much beloved by granddads. "Born Free" and "Bugler's Holiday" were executed with musicality and panache, but it has to be said that Bach's Toccata in D Minor does not translate well from the keyboard.

The talents of Wigan Youth Jazz were somewhat eclipsed by veteran drummer Eric Delaney and the kind of endless improvisation that induces snore in some people and hysteria in others. Surprisingly, the Wirral Band's Beatles medley was a disappointment, not because of the quality of the playing, but because the arrangements lacked the depth of the originals.

The aftermath of last summer's DES Choral Competition has produced a

spate of choirs of a very high standard. My personal favourite was Manchester Boys' Choir, with a varied programme that included a spotless rendering of Mozart's *Ave Verum*, a Japanese song that didn't sound at all Japanese and a show medley. Their sound is a cross between an English Cathedral choir and the Vienna Boys' Choir and is most appealing.

The Diana Kiverstein Singers' decision to introduce a top dance in their number from *A Chorus Line* was welcome. We are beginning to feel the lack of the colourful contribution that music theatre, mime and dance used to make to Schools Proms now that these important elements of school music have other outlets. Oxford Youth Chamber Choir gave themselves the difficult task of putting across Menotti's *The Unicorn, the Gorgon and the Manticore*. Musically, they succeeded, but the performance lacked impact in the vastness of the Albert Hall.

Some playing to the gallery is inevitable at a Schools Prom, as is a linking narrative to keep the audience's attention while groups file on and off stage. But Richard Stilgoe's self-directed patter and adult jokes encroached to the point of irritation upon time that should have been given to the young musicians and their music.

All in all, however, the new faces and the quality and originality of the music made this, the thirteenth year of what has now become an institution in the school music calendar, a Schools Prom to remember. Perhaps it is time to rethink Beethoven and the old school tie.

The Schools Prom is sponsored by Commercial Union Assurance, Marks and Spencer, Music Industries Association, W. H. Smith and The Times Educational Supplement.

• A review of Wednesday's Prom will appear next week.

## A measured moral victory

Measure for Measure Royal Shakespeare Theatre, Stratford. Cymbeline. The Other Place, Stratford

Difficult plays in clear and coherent productions are what the latest Shakespearean work at Stratford offers. *Cymbeline*, with its large cast, sprawling action, and notoriously untidy final act, has become a very rare sight indeed on the English stage. *Measure for Measure* has been more popular but is actually just as testing, if real justice is to be done to its uncertainties of tone and its intellectual rigour. The RSC sets about them both with passion, energy and a fierce narrative drive.

Nicholas Hytner's *Measure for Measure* is set in a world which hovers between Jacobean England and modern Europe. The feet of two vast baroque pillars suggest the Duke's palace and the gates of Vienna, and

provide, when reversed, an Expressionist street scene and a veridical prison. Courtesans wear a faintly Edwardian, faintly Austrian costume of grey suits and knee-socks. Josette Simon as Isabella has the air of a student nurse with a Third World medical mission, and Sean Baker's Angelo is a dour Scots lawyer.

Baker's performance is sometimes over-stated, but it remains the most exciting thing in the production, giving it, indeed, its disturbing topicality. *Measure for Measure* is a play which registers shifts of cultural feeling with peculiar sensitivity. Fifteen years ago productions revelled in the low-life of the play, relishing the presence of the punks and whores, and spotlighting Pompey and Mistress Overdone. Then, as the sexual liberation of the Sixties gave way to the feminist severities of the late Seventies, the mood changed. Adrian Noble's splendid production, in 1983, presented the pimps and punters without sympathy and stressed the threat to women of pris-

on, pornography and sexual harassment. Even in these circumstances, however, the severe Angelo remained a mystery. Now, at last, in the post-Aids era, his puritanism can be treated seriously on stage. Hytner's day on which the Church of England Synod debated the question of homosexuality, Angelo's insistence upon the necessity of strict moral prohibitions suddenly seemed a wise which no audience could casually brush aside.

This immensely strengthens the quality of debate in the play, and an appropriate counter-balance is provided in Alex Jennings's marvellously witty and assured Lucio. Baker occasionally caricatures Shakespeare's subtle sense of the place of repression in the puritan personality, by allowing himself to tear jackets off or throw chains about as an expression of his turbulent libido. Worst of all, Hytner allows him- self to rape Isabella at the end of their second interview, a move which

nonsense of plot as well as psychology. But the contrast between Lucio's stylish moral insouciance and Angelo's ethical intensity remains striking.

Inevitably, this fascinating encounter tended to overshadow the other components of the play. Hytner's day on which the Church of England Synod debated the question of homosexuality, Angelo's insistence upon the necessity of strict moral prohibitions suddenly seemed a wise which no audience could casually brush aside.

The problems of *Cymbeline* are less the articulation of debate than the suppression of laughter. How can an audience be persuaded to believe this

Alexander's answer is to bash ahead with a swift and uncomplicated telling of the story. On a tiny stage in the Other Place, with no set and simple Jacobean costumes, the actors perform the play virtually in the audience's lap, and do so very compellingly. Hytner's day on which the Church of England Synod debated the question of homosexuality, Angelo's insistence upon the necessity of strict moral prohibitions suddenly seemed a wise which no audience could casually brush aside.

Circles of Fire Greenwich Young People's Theatre

The title of GYPT's day-long programme about change and South Africa for fourth to sixth years refers to two sorts of circles of fire. One is the jagged, protective circle of wagons that has become a symbol of white enclaves, and do so very compellingly. Hytner's day on which the Church of England Synod debated the question of homosexuality, Angelo's insistence upon the necessity of strict moral prohibitions suddenly seemed a wise which no audience could casually brush aside.

On the day, students got an excellent historical sketch in dance drama form, followed by a chat session in which their initial attitudes to South Africa are discussed. Here, the company strains to be non-directive. For cumsit, to start, to teach their own conclusions, there can't be a hint of

propaganda, and there isn't. Mind you, their catchment - a multiethnic area of South East London - means that students generally come already vaguely concluding that change is needed.

There's a slick introduction to getting participation. Using the technique of tableaux, drawn from the dance drama, the students are gradually asked to replace the actors and carry on scenes, before they know it, they're improvising in role.

The rest of the day, with a strong performance piece at the centre, looks at how change should be brought about. It's made more powerful by the casting. Unusually for YPT companies, who often like to tackle race issues obliquely by cross casting, Greenwich actor-teachers play characters of their own race.

The plays show Nkulu, a young black, getting involved in a minor assault, an incident which followed by a chat session in which their initial attitudes to South Africa are discussed. Here, the company strains to be non-directive. For cumsit, to start, to teach their own conclusions, there can't be a hint of

peaceful protest. Their black friend Leko stays in the small town where the story starts, and his "liberal" farm-owning employer (a man who takes on more of the character of Pk Botha as the play develops) promises him advancement in a new, more tolerant future. It is Leko, toying the Bothe line, who reluctantly betrays Nkulu, who is executed as a result. The three friends all end up dying, leaving in their wake a tangle of challenging moral decisions to be made by students about how change should happen, and whether violence, both specific and general, can ever be justified.

The ensuing role-playing that I watched caused a good deal of heated argument. At the start of the day, it was clear some students were expressing what they saw as the "proper" sentiments about change in South Africa - what they thought their teachers and the company wanted them to say. By the end, some feelings were deeply and personally felt.

Nick Baker

Circles of Fire is available to schools in Greenwich, Lewisham and Southwark. Tel. 01-854 1316 for details.

## Fantastic voyage

Brain Power. By Nona Sheppard. Performed by Quicksilver Theatre for Children (formerly Theatre of Thelema)

Why has teenager Roma suddenly stopped talking? In an effort to find out, renowned explorer of the mind, Isabelle Nansa, leads us on a voyage through Roma's brain. Passing through the language and movement areas, populated by sprightly chorus lines of message-bearing neurons, we penetrate into deepest memory, where vital clues as to the cause of Roma's silence are unearthed. Arriving finally at the island of Reil, it becomes apparent that the expedition has turned into a race against time to save Roma from the grasp of a hideous monster named guilt.

Though engagingly presented, the section on memory could have been more economically dealt with. But, in general, *Brain Power* succeeds, through the sustained combination of strong narrative action and inventive theatricality, in conveying a wealth of potentially complicated information with considerable clarity. Nona Shep-

phard's densely packed script also raises a number of interesting questions which will provide valuable material for follow-up classroom discussion, particularly at the upper end of the 7-11 age range for which this show is intended.

*Brain Power* is visually very strong (with a delightful set by Judith Croft) and music by Helen Glavin is well integrated into the action, but Philip Tyler's direction, though appropriately bold in conception, needs tightening in places. Carey English as Isabelle seems an unnecessarily and too insistently hearty tour guide, but the performances by Helen Griffin (Roma), Susan Aderin (Roma's friend Win-some) and particularly Royce Ullah (Roma's grandfather) are made of subtlety, and add a dimension of emotional depth to an imaginative and stimulating piece of theatre.

Mick Martin

Quicksilver Theatre for Children are on tour with *Brain Power* until December 18. Ring Quicksilver Theatre for Children (01-241 2242) for dates and venues.



## Television

## Top billing

Don't you know the feeling? There is about a month to go before the end of term and the fifth year are busy with their GCSE assignments. For the past six months you have been patiently marking the work of that cheery individual with the specs and an answer to everything: a C minus here, a D plus there, and several lines in red biro explaining where he has gone wrong. You turn at last to the project work which he has just set down on the desk in front of you. You have only to glance through it to see that he has ignored most of your comments. "Baker", you shout. "Come back here."

But he is halfway across the playground, chatting up the head girl. The Education Reform Bill was greeted in a mood of resignation by those who have been busy with the consultative documents: "few new elements or surprises" (BBC News, November 20); "has hardly moved his ground at all" (Channel 4 News, November 20); "there are very few major changes" (he's rather tended to listen to the bits he wanted to hear) (Stuart Maclure, on *Educational Extra*, BBC2, November 20). But the television news programmes once again analysed what the Bill will mean: the National Curriculum, which Mr Baker is keen to talk about; opting-out and open enrolment, which he would prefer to ignore; testing, which he says means assessment. And they offered no apologies for returning to what is agreed to be "the most fundamental change in the education system for more than 40 years".

That is where agreement ends. Among opposition politicians and educational professionals, the same faces appeared in successive programmes through Friday evening, saying much the same things: "a blue-print for inequality" (Neil Fletcher of the ILEA, BBC News, "doctrinaire and divisive" (Fred Jarvis of the NUT, *Newsnight*, November 20); "half-baked and ill thought-out" (Paddy Ashdown, Liberal spokesman, *Newsnight*). The criticism did not only come from the Left. *Newsnight*, *Educational Extra* (BBC2, November 20) and, on Sunday, *This Week*, *Next Week* (BBC1, November 22), asked Tory-controlled authorities for their views on opting-out: "ill-advised and unwelcome", said Dr David Muffett, Chair of Hereford and Worcester Education Committee, blaming parts of the Bill on "inexperienced zealots". *Channel 4 News* went to the Lords to interview Lord St John, who is worried about the threat to Latin and the

increased power of the Secretary of State.

This may sound like good news for Jack Straw, who said that Labour's aim is "to win the arguments in the Commons and the votes in the Lords" (*Channel 4 News*). Mr Straw, popping up again on *This Week*, *Next Week*, sees Baker as "a prisoner of the Tory Right", but his expression, suggesting he has just put salt in his tea, shows that it is not only the zealous of Hillgate that he fears. The Secretary of State, like the Prime Minister, draws moral strength from his appeal over the heads of the political and educational establishment. Tories included, to "parent power". "Look at that Gallup Poll on Friday," he insisted (*This Week*, *Next Week*). "Look at the National Curriculum... there's massive popular support. You could have shown the Gallup Poll... the latest Harris Poll..." (*Newsnight*).

When you ask Mr Baker's opinion, he is inclined to answer: "an overwhelming number of people are in favour..." especially on such delicate matters as the values implicit in the reforms. "We will allow the ballot box to decide." This populist approach is not shaken, either, by the Tory candidate in Wandsworth remarking that "education was not the major issue that came up on the doorstep" and that, when it did, few voters seemed to have a very clear idea of the Bill (*This Week*, *Next Week*).

In the meantime, *Dispatches* (Channel 4, November 20) discussed the new Immigration Bill, which has been getting rather less prominent coverage, and *Bandung File* (Channel 4, November 21) achieved a definite scoop when the Hackney Police-Community Consultative Group voted to allow its cameras to film a meeting on Trevor Monerville case. *Bandung* had reported in February on Monerville's arrest, his detention in Stoke Newington police station and his subsequent treatment for injuries that included a fractured skull. He was re-arrested early this month and again taken to hospital. "I would not have consented to give an interview to this particular programme on this particular subject," said Deputy Assistant Commissioner, Wyn Jones, explaining why he was opposed to filming. That was about the only question to which he did have an answer, but this particular programme has shown more than once its ability to report on topics of concern which tend to be ignored elsewhere.

Robin Buss

## Mummers

Rangbaranga, Kingdom of Delight, Keeping Mum TIE Company, Birmingham Rep Studio.

This company, which specializes in multicultural, bilingual work with infants and juniors, has this term devised a project for special schools in which three actors work with selected classes in each school for one day a week over a three-week period.

Each day begins with a short performance, an "episode" in the Hindu folk tale of the struggle between Rochni (Light) and Bharal (Ice), with the children helping Rangila (the man of colours) to get back his magic box of colours and magic rainbow cloak from Bharal and his demon monster (Rakshas).

Each performance ends with a task which the children work on in class throughout the day, devising a simple dance or a story, learning a song or making fire streamers or multi-coloured patterns which are all woven into the afternoon's performance as weapons of light and colour with which to defeat the creeping power of ice.

Working with children of all ages and many different handicaps, from mild learning difficulties (some of which, in the case of Asian children, the company believes are primarily language difficulties) to the profoundly handicapped with almost no mobility and no speech, has posed a tough challenge. "As Katrina Hetherington explained, 'We've had to focus on

three basic aims: to give teachers ideas for a more creative, drama-based approach to learning; to give all the children a positive image of other cultures and languages; and to use very visual, tactile props and costumes to stimulate their senses."

The language activity, learning the names of key words and characters "in Rangila's language" (words common to Punjabi, Hindi and Urdu speakers), might be thought confusing for children who already have learning problems, but several teachers agreed with Mrs Jai Whitaker who said "I was amazed at what they remembered; it clearly captured their imaginations".

But if the language content is difficult to assess there is no doubting the stimulation of colour, textures, music and movement which the project engenders, particularly for the most severely handicapped. It seems to have uncovered many educational possibilities which in the future might be addressed by projects tailored more precisely to the specific needs of particular groups of children.

Ann FitzGerald

Ring (021) 236 6771 for details.



'A justly famous work': Rivera's *Nude with Calla Lilies*

## Extra-mural studies

Diego Rivera. Hayward Gallery until January 10

Diego Rivera is the most famous member of a group of inter-war, Mexican muralists that includes Si-queiros and Orozco, yet at the Hayward, neither the murals (unavoidably not the several full-scale, fresco-panel copies (regrettably) are shown. In their place, we are offered actual-size, colour-photo reproductions of pictures from the Court of the Fiestas in Mexico City (1923-28), a number of studies and preparatory designs for other schemes and a continuous audiovisual programme. These are no substitute for the genuine thing, but overall the outcome is not so great a disappointment as one might have expected, for Rivera is no mean easel painter.

Before his conversion to mural painting and the Communist cause, he had pursued a much more personal development from the 19th-century academicism of his South American origins via a decade or more in Europe, adopting Post-Impressionist and Cubo-Futurist techniques, to a (retrospectively) final, declaratory statement with *Zapattista Landscape*. *The Guerrilla* (1915): a period, in short, spent experiencing revolutionary art rather than revolutionary politics. But the El Greco-inspired *The Old Ones* (1912) and the Delaunay-esque *Portrait of Adolfo Best Maugard* (1913) are extraordinary paintings, far too successful to be written off as transitional works on the way to Synthetic Cubism of *Sailor at Lunch* (1914) and the subsequent *Volto-face*.

When he returned to Mexico in 1921 and denounced avant-garde European interests, he quickly began work on a series of public commissions in which he developed a monumental figure style based on his studies of Early Italian Renaissance frescoes and a rapidly growing concern for Pre-Columbian art. Even without the murals, related canvases like *The Grinder*

Barbara Leaming's *Orson Welles*, a "star biography" has been released by Penguin Books (£4.95). Under "Welles" (George Orson), the index includes such "releasable" sub-heads as "cuckolding of", "false noses used by", "on plastic surgery", "but, with an living, Welles once claimed that he had made himself into a work of art and Leaming's biography captures something of his operatic presence. In *Opera, Ideology and Film* (Manchester University Press, £25.00), Jeremy Tambling looks at the nature

(1924) and *Waiting for Tortillas* (1926) reveal his progress towards monolithic images of peasant life. Parallels with Picasso's contemporary neo-classicism inevitably spring to mind, but the similarities are a matter of coincidence rather than dependence and Rivera's originality is splendidly demonstrated in the almost Biblical gravity of *Flower Day* (1925).

Unfortunately, reproductions in the catalogue of later murals in Mexico and the USA suggest that he was not always able to sustain this degree of concentrated grandeur, crowding his compositions and overloading them with narrative and symbolic content. This is not true, however, of the paintings in this exhibition. *The Flower Carrier* (1936) is as firm and clear as anything done during the previous decade, while *Nude with Calla Lilies* (1944) is justly famous work. Nevertheless, there is evidence of a faltering aesthetic standard. The portraits and self-portraits retain the same compelling force, but the brief flirtation with Surrealism in pictures like *Symbolic Landscape* (1940), done during Breton's trip to Mexico, looks half-hearted and the pointillistic *Day of the Dead* (1944) is positively eccentric.

Yet such irregularities are minor beside the greater inconsistencies of the life and work as a whole. Had this exhibition included the murals or their copies, several contentious issues would have forced themselves upon the visitor's attention. As it is, even the chronologies of the Mexican revolution and Rivera's career seem more like picturesque details in the artist's biography than real social and political events; the necessary relationship between the life and art comes apart. The result is almost entirely restricted to aesthetic interests, impressive enough before such splendid portraits as the one of his divorced first wife, Lupe Marin (1938), but hardly a fitting tribute to a self-declared revolutionary artist.

Michael Clarke

and the appeal of opera today, and compares various attempts to transfer the conservative and stylized form to the opera house, as he probably intends. It makes unexpected and stimulating observations on film, opera, musicals and the social status of art. R.B.

ENDPAGE

Anniversary celebrations: the Unicorn Theatre's 40th, and The Bodley Head's 100th

## Spadework

Archaeology Alive Manchester University

The archaeological unit of a red brick University would not leap to mind as the likely generator of a new experiment in theatre in education. After discussions with colleagues in the department of drama, Philip Mayes, director of the Manchester-based unit, approached the MSC for support through the Community Programme. *Archaeology Alive* has survived its first year, performing a number of original plays in schools in the Greater Manchester area.

The company's brief is to dramatize not the past itself, which cannot be reproduced with accuracy, but the process of digging out evidence of history. The play which is touring primary schools this term examines the work of the fictional Professor Peabody as he discovers an ancient Egyptian tomb. In flashback scenes we meet a professional mourner and an apprentice embalmer. As with cartoon characters, their actions become more important than who they are. The Professor's rituals, as he discovers, weighs, measures and assesses his finds, are presented in a light-hearted way which the children can then repeat with one of the "Egyptian props". Their new skills at deduction are subsequently applied to a mystery supermarket receipt.

A subsidised group is now being formed specifically to raise awareness about Manchester Cathedral, and the entire company has recently moved from its base in the university to fine rehearsal facilities at the Corn Exchange in the city centre. The manager, Polly Howell, is in the process of appointing personnel for the coming 12 months. While most of her colleagues struggle along with a handful of versatile actors, Ms Howell can draw 27 people from the door queues to join three permanent staff.

With plenty of space, two cans and a steadily growing reputation, *Archaeology Alive* might be the envy of a number of smaller independent groups who are fighting for life in the region. But the company is not allowed to commission written material, which would greatly enhance their programme of work. And the actors who do find work with the company are refused recognition by Equity.

Judy Meewezen

## Long knives

Tales From the Vienna Woods, by Oskar von Horvath. Translated by Christopher Hampton. Central School of Speech and Drama Embassy Theatre, November 23-2

Against a background of the Vienna Woods, the "beautiful blue Danube" and Johann Strauss waltzes the sad fate of Marianne is played out. Daughter of the tyrannical Zauberschnitt, who lords it over the "Oule Street" in Vienna 8" where they live, she is destined for a marriage to a butcher. In one fatal romantic fling, Marianne falls for the feckless gambler and good-for-nothing Alfred whom she calls her "guardian angel". After a year of living with him and bearing his child she is abandoned by him, her child dies in grotesque circumstances and she is returned, shop-soiled but still acceptable, to her fiancé in a grimly periodic "happy ending".

Graham Cailan's swift-paced and stylish production covers the incestuous relationship of the two main characters, the male ones, both in the public and the private domain. The knives that feature so prominently, whether used for eating, pig-sticking or nail-painting, are as sinister as the cruel yet mindless verbal lacerations they reflect. Carol Starks, James Nesbitt, Jason Isaacs and Peter Darling head the cast in this faithful and subtle rendering of what is undoubtedly Horvath's greatest play.

## Rural rarity

Outreach Based at Gainsborough Arts Centre

Three years ago Jon Oram from the Colway Theatre Trust directed Gainsborough's first community play. Three of the workers were given a grant to spend a year with the Trust down in Dorset. When Neil Rodgers, Alex Hallows and Phil Burgess returned they founded Outreach. Their brief was to work within Lincolnshire's scattered rural communities, an area of some 560 square miles and 57,000 thousand people, introducing and developing the arts in a celebratory context.

How does it work? For a start they are not performers. They don't work for people, but with them, offering their expertise. They are accessible, anyone can phone them up, and they only charge for their travel. Their grants come from the local councils, the regional arts associations, and the Rural Development Commission. Who uses them? RAF Scampton needed help with poster design for its amateur dramatic society; Mencap want lanterns for a torchlight procession; a youth club in Scotter wants to work with fibre-glass and a rare breeds sanctuary wants a life-size cow - put the two requests together and a scheme takes shape.

They run regular "theatre in a week" events with hundreds of children from the villages, taking their stories and shaping them into a dramatic form. They can show a committee how to get funding for its pageant, and

can sort out a child who wants to put on something a bit special for a birthday party. I caught up with them at the Gainsborough Adventure Playground on a Saturday morning, working on a shadow play for Christmas.

In a field on the edge of the estate there was a Nissen hut. Inside, 20 kids and a small kitten were surrounded by piles of cardboard and bottles of glue. The play was going to be based on a German folktale "The Giving Trees". They were cutting out dogs, the sun, and the trees. Much discussion went into the trees. Neil was asked whether they should be evergreen or broadleaf by a very serious 11-year-old with a career in forestry ahead of him. The teeth had to be stuck back onto the sun's smile, the dog was hinged in the middle. But nobody was told they had done something wrong, and every mistake was gently and practically corrected.

Outreach will work in schools, which is fortunate given Lincolnshire's poor provision for drama. At present they are contributing to a junior school topic on entertainment and making puppets with a secondary special needs group. If they didn't turn down work, they'd be in schools five days a week.

The problem of the trees had been sorted out as I left and the scissors were clicking again. Whenever they go they hope to leave groups behind them able to carry on alone, knowing that support is only a phone call away.

Nick Wood

Further details on 0427 617242

## Special

Since 1980, Kaleidoscope Theatre Company has toured productions involving some 30 mentally-handicapped young people. Recently, they have developed a programme of workshops both for teachers and for primary schools using adult and young members.

Invited by Bedfordshire Special Needs Drama Association, Kaleidoscope spent a day working with 35 special schools teachers using movement and dance (line-learning is out of the question for mentally-handicapped groups) to develop skills of listening, language, discussion and spatial awareness.

Even the initial warm-up started the process, building a sense of space and rhythm, demanding listening to music as each person became a one-man mime band to "Seventy-Six Trombones". Spatial awareness followed as everybody combined into four trains attempting to go full-speed without crashing (sounds childish? - try it). Then came the creation of various shapes, with consequent discussion, co-operation, listening to each other; simple squares and circles were followed by attempts to build a house and ingenious pieces of machinery, in

which I became the driver's seat of a combine harvester, a part I have never played before.

By the afternoon, groups were working spontaneously to develop their own Red Indian sun dances and, finally, elements of story and character built around a simple object. By this time, confidence had grown so that most groups rejected the "support" of taped music, evolving live sounds for the final movement pieces.

During the day, in a session designed to promote discussion and problem-solving, a young Kaleidoscope member with Down's Syndrome played a sad clown. His selection of the most dramatically appropriate suggestions hinted at a carefully planned sequence; later we discovered it was all spontaneous.

Unlike some groups working in the same field, this company integrates non-handicapped adults into performances, believing this encourages greater learning skills. They have launched a £250,000 appeal to purchase a West Midlands-based arts centre to allow residential work and courses and to provide a centre for information, sharing of skills and resources. Meanwhile, Kaleidoscope is available for theatre performances and workshops. Contact Carolynne Revell at 19 Melish Road, Walsall (Walsall 642751).

Timothy Ramsden

## Fangtastic

Jacob Two Two Meets the Hooded Fang, by Mordcael Richler. Directed by Chris Wallis. Unicorn Theatre November 21 - January 24.

Jacob Two Two is six (or two x two x two as he prefers to put it). He has two brothers and two sisters, but they are older and more boisterous and he has trouble making himself heard. How he achieves his independence. Then, one day, Dad sends him - oh joy - on a "real errand" to buy two (of course) pounds of ripe red tomatoes. Frightened by the stall-holder's strident teasing, he runs away, gets lost and falls asleep in a park. His dream is the play's plot.

Everyone he meets resembles his real-life relatives and acquaintances, but exaggerated fantastically. The horrible Hooded Fang is a version of the wrestler on that afternoon's television programme. The joke is that he is not horrible at all, he merely wishes everyone to think he is. Brave Jacob refuses to tremble and all ends happily with the help of the trusty Child

Power, a boy and girl remarkably like two of his siblings) with the mountainous Fang playing childish games. And Jacob is, of course, happily reunited with his family.

Based on a book of the same name, this makes enjoyable entertainment for children over five and will, no doubt, be better still in a week or two after a little tightening up in the production. On Saturday, the first half seemed rather long, especially the court scene where Jacob is sentenced to prison for checking an adult, and not all the songs justified the time allotted them. There were some jolly moments, though, especially after the interval, including a chase through the audience and the cartoon-style defeat of the baddies, Master Fish and Mistress Fowl, the wardens. Colin Marsh is excellent as Jacob, but both he and Bill Rodgers as Fang could afford to make a few more direct appeals to the audience.

Heather Neill

Gerard Benson celebrates the Unicorn Theatre's 40th birthday with a new production of *The Boy Who Swam with Piranhas*. The play is a story of a boy who swam with piranhas in a tank in a circus. The play is a story of a boy who swam with piranhas in a tank in a circus. The play is a story of a boy who swam with piranhas in a tank in a circus.

## Eating Welsh sins

A restored 17th-century farmhouse complete with period furniture and a large log fire blazing in the grate was the perfect setting for Theatre Iolo Morganwg's historic investigation of Welsh rural life in the puritan era.

This scene was selected because the company had decided to stage its first lower secondary school TIE play at the Welsh folk museum St Fagans, near Cardiff. And the plot of *The Outsider* had been skilfully constructed to include as many as possible of the museum's buildings.

The play's conflict was between puritanism and village superstition. So although it began in the chapel, the action soon switched to farmhouse, smithy and market-place where superstition ruled.

A beggar woman cum witch (Beverley Keach) had devised an ingenious method of keeping body and soul together by "eating the sins of the villagers" if they gave her a good meal. But as harvest failed and the villagers grew poor, she became a scapegoat. It wasn't long, however, before she identified a "much stronger witch", a woman who ran her own farm near the village, and whose good management resulted in her farm thriving while her neighbours failed.

That character (played by Annette Colgan) introduced the play's second theme - the role of women in 17th-century life. Doing man's work was considered unnatural for women. Doing it well could be taken to mean that she was in possession of evil powers and so must be a witch. Being branded a witch and nearly hanged for her non-existent crime was the outsider's fate in the play.

Performances continue daily at the folk museum until December 4. Well worth a visit, the production and setting combine to create an uncanny sense of authenticity while giving a valuable insight into rural life and folk traditions. A teacher's pack outlining the themes and suggesting follow up work has been developed by the actors to accompany the production.

Iola Smith



Events of an era

Much too serious in intention and realization to be simply a part of the nostalgia industry, The Edwardian Era (Barbican Gallery until February 7) is a survey of the social, political and economic tensions of the period rather than a conventional exhibition of art and design. Artifacts, from teapots and aeroplanes to posters and paintings, are displayed in every gallery, but more as evidence or illustration of events than objects in their own right. It is this requires some adjustment in the expectations of many gallery-goers, it is well worth their effort, for in an age that saw the ascent of the labour and women's movements, not to mention the first black councillors, a trades union or suffragette banner is possibly more significant than a royal portrait. Above: photograph of Camille Clifford by Hutchinson and Svendsen.

Michael Clarke

## Dance

## Stepping out

Richard Luce presented this year's Greater London Arts Awards for Mime and Dance. In his speech he spoke of the importance of the teaching offered by the recipients: Marcello Magni (Theatre de Complicité); Corinne Bougaard (Union Dance); Pratap Pawar, Nola Rao and Les Anderson (The Cholmondeleys); all of whom received an award of £1,000. He also stressed, as is to be expected, the importance of commercial sponsorship, in this case Marks and Spencer with BP and "above all, box office".

Ever shrinking government subsidy for small-scale dance and mime is an increasing anxiety within the arts world. But thanks to GLA and Camden, whose Shaw Theatre hosted the performance of *For One Night Only*, the audiences were able to see the wide variety of emergent professional and youth groups.

The GLA/Camden achievement is the specific encouragement of immigrant folk cultures. Lyras Greek Dancers offered folk from Meltsovo and Eastern Macedonia. The audience handed-clapped their warmest companionship to the traditional Greek music. As is common in so many East European folk dances, it was the men who dared the jumps and deep knee-bends; women's work was concentrated on patterning and decorative foot work. Female sexuality was far more overt in the Mambo Yokko Dance & Drama Group's Gumbay performance, a West African wedding dance usually performed by elderly Creole women.

Four young women - Rosemary Warrick, Yvonne Thomas, Nialla Byrne and a fourth - danced with a highly energetic and

and Nicola McKintosh - gave an amazing display of erotic pelvic swing and their spine ripples showed great virtuosity.

Fertility dances from Grenada, performed by Ju-Ju Warriors, involved dancers whose ages ranged from five to forty-five. This exuberant company of drummers and dancers have won prizes at Brent and Notting Hill carnivals - they present traditional Shango dances. Classical Indian dance was shown by Camilla and Christina, both former students of Pratap and Priya Pawar. They performed Tarana, a pure Kathak dance and their skilled footwork is excellent. Dance and mime was offered by The Banerjee Sisters in Odissi style. Their descriptions of Krishna's antics evoke the human desire for an encounter with the god. The vivacious Banerjee Sisters' expressive facial movements portrayed a sense of wicked delight.

Strong ensemble work from Islington Dance Factory followed poems by Comrades Curtis and Ismael. "Stay in school and make something of your life / Get an education or you'll be on the poverty line", they exhorted their young audience. Newham School for the Deaf worked hard on Carl Campbell's accessible choreography. Campbell, well known for his Dance Company No7, also composed music with the group for "Snake in the Grass". This company of five have performed in a Royal Ballet Dance Project and for hearing audiences in Southwark.

An angry poem prefaced Express Company's "Let My People Go" - a stylized well-rehearsed, highly energetic

tic piece. London Contemporary Dance School training was clearly in evidence in Isis Dance Company's work. Their "Cocoon" has a sharp edge of professionalism, strong partnering and an almost balletic jazz style.

Newham Youth Group only meet weekly and, given this fact, their works "Group Meet" and "Incomplete Image" testified to a committed attitude. Sculpture Performing Arts Company brought the house down with their high powered, athletic "Sketch". Brian Amos, Raymond Burke and Caven Manning, back flipped, somersaulted and spoofed dice playing gangsters in Colin Sinclair's choreography to Quincy Jones' "Air Mail Special". Their "Venus de Stylo" was fun but did not match the zap of "Sketch". Two unemployed 19-year-olds, Ian Peters and Tony Williams "Shook the Earth" in a magnificent display of hard, fast, street dance.

Peters and Williams offer workshops as do the majority of these GLA-supported companies. GLA's *For One Night Only* produces the tangible results of their important policy. Mr Luce may feel that, "above all box office" counts but clearly, above all local borough and arts association subsidy is the primary impulse which pays for training, rehearsal space and ultimately - confidence.

Julia Pascal

Information on groups offering workshops in schools from Lydia Dils 01-837 8808. GLA, 9 White Lion St. N1 9BQ.



## RESOURCES

## Avalon

**The Arthur Project**  
Eight topic sheets and four further sheets free from copyright, slides, tapes and software disc for BBC B/Master.  
£29.95  
Rickitt Educational Media, Ilton, Ilminster, Somerset TA19 9HS.

The Arthur Project tackles "the life and times of the legendary King Arthur." The 12 sheets have a full text and use clear, firm line drawings. The headings give the flavour of the product: "Sword in the Stone", "Avalon", "Excalibur", "Knights of the Round Table". However, "Everyday Life in Camelot" is a conventional picture of 5th to 6th century life on a West Country hill fort, based on Alcock's South Cadbury excavations - though, significantly, without mentioning this.

A cassette tape provides two readings of Arthur stories: "The Dragons of Dinas Emrys" and "Sir Gawain and the Green Knight". A second tape accompanies 20 slides that draw together half a dozen pictures of places linked to the legend. A similar number of strongly coloured re-creations show costumes, house interiors and warriors and a further group evokes mystery and magic quite effectively through rich green photographs of forest and sunlight. The software is an adventure game in which Arthur and a knight of

your choice seek out the Holy Grail. Legend is like other literature: its historical characteristics can be perceived in two ways. Our understanding of a period can be extended by rigorous historical analysis applied to the legend. Equally, by focusing on the legend itself, our sensitivity to its nuances can be extended by an appreciation of the historical context in which it emerged.

The problem with this package is that it confuses this fundamental distinction. While stressing the purely legendary side, it attempts to locate it in a "real" Dark Age context. Yet no effort is made to help children recognize that although a leader of some kind called Arthur might have existed, we know nothing about his life. The nature of the sources is ignored.

An historical project should point out that references to Arthur before the 9th century are both minimal and dubious. It is not until the 12th century, and the work of Geoffrey of Monmouth, that most of the stories appear, while the remainder are even later. It is a long way from the national criteria.

Having recognized that this cannot and must not be considered as part of history, the classroom use of *The Arthur Project* is not ruled out. The mythic qualities of the stories, their part in the British literary tradition and the mix of magic and adventure are constantly appealing. The project provides two good stories on tape, quite well read. A 10-year-old Arthur in the "The Dragons of Dinas Emrys" rightly suggests a top junior or lower secondary context - not eight-plus as the producers claim.

The commentary to the slides is best seen as an information source for the teacher, as it uses some surprisingly complex concepts. The sheets contain plenty of written material, but the narrative makes the effort worthwhile for most children. "Things to do" are generally sensible, though some only demand recall.

The surprise of the package is the computer software. *The Search for the Holy Grail* really is fun. The graphics are much better than the usual educational material. There are plenty of problems on the way and no easy and rapidly learnt method of reaching Avalon. There seem to be a lot of variations in how it can develop, for which a knowledge of King Arthur will help, but not remove choice and chance. Teachers should enjoy it, too.

James Bromwich

## notes

## MUSICOLOUR

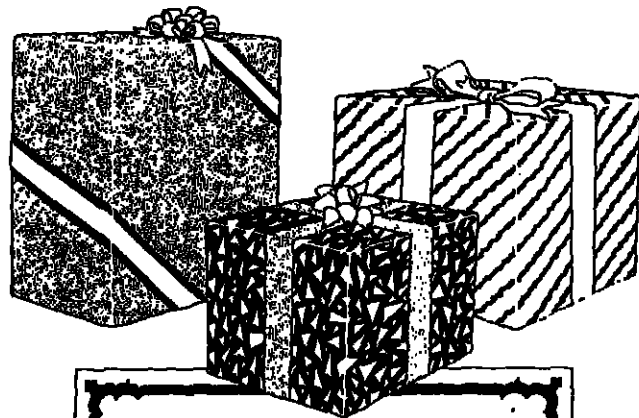
"Musicolour" from Invalid Children's Aid Nationwide is designed to be used as a visual system for teaching pitch and rhythm to speech and language disordered children. It comprises coloured strips used vertically to indicate intervals of pitch, and horizontally to represent intervals of time. The booklet describes tests for

## CORRECTION

The "Common Threads" exhibition on maths and textiles can be seen at the University of London Institute of Education's Bloomsbury Gallery at 20 Bedford Way, London WC1. Weekdays 9am to 8pm and Saturdays 9am to 12 noon, from today until December 5. However, it will not be open on Sunday as stated in last week's issue.

## Governors &amp; Governing Series Wallet

For your specially produced wallet which holds all 32 pages of this series and folds to a handy A4 size, send a cheque/PO for £1.25 (inc. p & p) made payable to *The Times Supplements*, to Nigel Denison, Governors & Governing, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX. (No invoicing facility available).



Three presents are carefully wrapped but unfortunately the labels have fallen off.

Obviously there is only one correct way of putting the labels on - so with three presents how many ways are there of putting the labels on so that nobody gets the correct present?

Investigate further for more than three presents.

## Bandwagon

Alan McLean on investigations packs

**Maths Investigations**  
David Kirby and Peter Patilla  
Pupils' worksheets £29.95. 0 091 704 006; Teachers' guide £7.95. 0 091 704 111.

Hutchinson Education, Brookmount House, 62-65 Chandon Place, London WC2N 4NW.

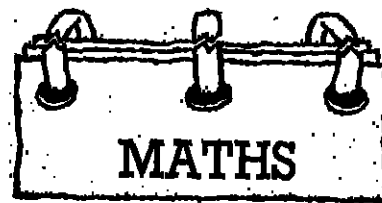
**Coursework Mathematics**  
Keith Sharp and Ian Wilson  
£19.95 0 71 35 28125 (published January 28, 1988).

Bell & Hyman, 15-17 Broadwick Street, London W1V 1FF.

**SCAT 1 (Structured Coursework Assessed Tasks)**  
Alan Sherlock, Elizabeth Roebuck, Maurice Godfrey and Jeremy Pickles  
£10. 0 19 914 2823.

Oxford University Press, Walton Street, Oxford OX2 6DA.

Around 25 years ago there was great enthusiasm for the idea that children's understanding of place value could be enhanced by the study of arithmetic in other number bases. Bandwagons being what they are, "bases" became a topic in its own right with chapters of maths books devoted to it. It took 20 years and the admonitions of Cockcroft for sense to prevail and "bases" to return to being a sometimes useful alternative approach to place value rather than a topic in modern maths. The analogy is not exact but some-



thing similar seems to be happening with investigations; an approach to learning becomes a separate topic. If an investigative style of learning is worthwhile, then it should apply across the maths curriculum not just to particular items called "investigations".

Investigative work needs a classroom atmosphere where children feel comfortable with their work and where they are allowed to make decisions about it. That environment and the sense of pupil control over their own work are the difficult things to achieve. Good starting points for investigations are relatively easy to find. However, with GCSE upon us and coursework panic setting in, it is inevitable that publishers will rush to produce "Investigations: how to" books. The question is whether schools need to buy them. *Maths Investigations* contains 80 laminated cards based around 10 "themes", including polygons, numbers and circles. The teachers' guide gives some possible solutions and ideas for further work. Also included are 11 copyright-free grids for isometric paper, etc. It is suggested that the cards can be used with individuals, small

groups or a whole class.

Original ideas in the pack are few, and so its usefulness in the classroom depends on the attention to detail shown in the pupil materials and the amount of helpful hints in the teachers' guide. Unfortunately, the pack is not strong on either count.

All the cards follow a similar format. Layout is unimaginative and instructions could be clearer. One third of the cards have rather Noddy-ish cartoon characters, all white and with a male to female ratio of 2 to 1, who appear to be enjoying the activities although their presence does not help understanding of the tasks. The teachers' guide claims to supply hints on assessment and record keeping, but does not. The copy master sheets, said to be a practical A4 size, are not.

*Coursework Mathematics* contains 42 investigation and problem solving activities on copyright-free A4 sheets. These come with a teachers' guide and detailed teachers' notes on each investigation which include possible answers, extensions and a check list of assessment guidelines.

The activities are aimed at students aged from 11 to 16, although many are suggested for only part of the secondary range. It seems to be assumed that the activities will be used with whole classes, either to introduce a topic or extend ideas which have been developed more formally, but there is no reason why many activities could not be used with a small group.

The activities range from the investigation of the properties of denarys to a practical problem of designing a housing estate. Many are familiar to teachers but all have been put in a new guise.

The general standard of presentation is high. The pages are individually designed, uncluttered and will photocopy well. The graphics and line drawings are used to aid understanding rather than merely for decoration.

It is a pity that there aren't a few problems with a low enough threshold for low attaining pupils to attempt independently and that the language demands of the materials will make them inaccessible to some.

The teachers' guide and teachers' notes are intelligently written and the advice given in them is helpful without being restrictive. Examples of pupils' work are provided (from six boys and one girl), but it would have been helpful to have examples from pupils who were not quite so articulate and mathematically adept.

There is enough variety in the pack to make it a good buy even for departments with a strong background in investigative work.

*SCAT 1 (Structured Coursework Assessed Tasks)* is a set of worksheets and teachers' materials on six different "real life" situations, such as selling a hunk of land and planning a holiday. The authors claim that the tasks are "straight-forward to conduct and assess". In fact, the main reason for doing them seems to be so that pupils can be assessed. There could be little other justification for working through the series of artificial examples tucked onto each situation.

The authors recommend teachers "ensure that the pupils have mastered the techniques required before they start on the task. If they have, why bother doing the task?"

## The write stuff

**Diagnosis and Remediation of Handwriting Problems**  
Denis H Stott, Fred A Moyes, Sheila E Henderson.

Teachers' manual, diagnostic record forms, students' specimens of handwriting, handwriting checklist, cartoon, score sheets, slides and audio-cassette £35 + VAT.  
Drake Educational Associates, St Fagan's Road, Fairwater, Cardiff.

This pack is intended to provide an effective approach to the analysis and treatment of handwriting problems for teachers and clinicians working with stroke patients. Such a divided audience may in itself cause problems; as the degree of analysis which the pack requires (a four-page form for the pupil or patient) is a much more practical proposition in a programme designed to deal with a really serious problem than it is in a normal classroom.

The term "diagnosis" is also less

acceptable when applied to helping children with common handwriting problems. However, the language of the pack as a whole is clear and its procedures straight-forward to use.

The analysis is based on a simple test, in which the pupil retells a story from a cartoon. This is unexceptionable, but offers few apparent advantages over a sample of normal school work. Errors are then divided into two broad groups, depending on whether their origin is seen as a conceptual problem related to letter formation or as a difficulty with motor control.

While neither of these categories contains features that could not be observed independently of the pack, the approach undoubtedly requires the teacher to pay close attention to detail. The suggestion that the children should be closely observed in the act of writing is particularly valuable, but a greater emphasis on watching hand movements would have been preferable.

The outcome is used to identify one of two features for a pupil to concentrate on at a time. This is a helpful

approach, which is complemented by consistent attempts to encourage pupils to assess their own problems and progress. However, there are some dubious points of detail, such as the suggestion that tracing letters like copying, involves a segmented action on the part of the pupil. Learning Development Aids' *Read to Write* is an example of tracing which helps pupils to develop continuous, flowing movements, and the research in this area could have been considered in the manual. Many teachers are also finding their triangular grips and pencils helpful in dealing with some of the problems which are identified in the analysis.

Overall, this pack suffers from its attempt to offer a definitive method of dealing with problems in a rapidly developing field. Its analysis of handwriting and the examples of scripts which it presents would, however, make it an excellent focal point for a seminar on handwriting in a pre or in-service training, provided it were not considered in isolation. John Bald

## RESOURCES

Bill Hicks reports on efforts to preserve and catalogue the moving image

## Looking up films

Go into a public library and ask what books are available on, say, early child development.

Within minutes, probably with the aid of microfiche, you will have an up-to-date list of titles, authors, publishers and dates. Ask the same question about film and video resources on the same subject, and as likely as not you will be referred to a handful of dog-eared catalogues.

Far from being a criticism of public libraries, this is simply a reflection of the lack of a standard, universal classification system for audio-visual material comparable to the Dewey decimal, Library of Congress and ISBN systems for print.

The film industry has been notoriously careless about preserving its own heritage. television companies even worse. Even today, only the determination of a few under-funded archives, and the detective work of enthusiasts like Kevin Brownlow, stand between the preservation of thousands of films and videotapes, and chemical or electronic oblivion.

While historic film stock turns to jelly in rusting cans, thousands of hours of new film, television and video programmes are pumped into the system each year, most enjoying only the most ephemeral of existences. Given these conditions, there is really any hope for, or point in, setting up a permanent, universal catalogue?

For most people professionally engaged in the production, cataloguing, distribution and archiving of non-theatrical, educational material, the answer is "yes", but a yes with several qualifications.

Gillian Hartnoll, head of library services at the British Film Institute, points out that sophisticated cataloguing systems already exist within the industry, usually catering to very specific needs. The BBC, ITN and other television companies, for example, have their own highly developed systems for retrieving news, current affairs, and natural history footage, not only by subject, but even by camera angle. "There's a great difference between this 'stock shot' archiving for re-use of footage, and what we are trying to do with the *British National Film and Video Catalogue*, which is archiving for future researchers," she said.

The BNFVC, with around 300,000 entries the largest film subject index in the UK, is based on the Universal Decimal Classification (UDC) system, which is a variant of Dewey decimal.

Gillian Hartnoll is currently transferring the core of the BNFVC onto computer, and in the process shifting the emphasis away from the numerical UDC and towards access by keywords: "For most users, words are easier to understand than numbers - we're trying to combine both systems." A

good computerized catalogue should also offer what Gillian Hartnoll termed the "serendipity effect" to encourage creative browsing.

Teachers in higher education are already benefiting from the British Universities Film and Video Council's on-line catalogue available to all users of the British Library's Blaise database. This was created in 1983 to replace unwieldy printed catalogues, and, though still based on UDC, it is combined with a system of "free word searching" which allows the 6,000 or so items to be accessed via any of the words in its summary.

"I think people make much heavier use of cataloguing than is necessary," Elizabeth Oliver of the BUFVC said. "Ours is a reasonably successful system with a lot of flexibility. . . . Actually creating the database is extremely time-consuming - but the major problem is keeping up to date with distributors."

The BUFVC's catalogue is also published in microfiche form, with a system of "precis indexing" to help researchers pinpoint material without having to know the UDC number. And for teachers with access to Blaise or microfiche readers, the council publishes short subject indexes in print form.

Britain has only two official national repositories of film and video material - the National Film Archive and the

Imperial War Museum - and both are using computers to index their holdings.

An International Federation of Film Archives meets regularly to consider, amongst much else, the possibility of standardizing cataloguing systems. But as Roger Holman, Chief Cataloguer at the NFA points out, it is likely to be "many decades" before that stage is reached.

Canada is generally regarded to be in the forefront as far as creating a national film and video database is concerned, thanks largely to its strong National Film Board. Christine Boulby, now marketing manager with CFL, but until recently a librarian in Toronto, explained that even in Canada, keeping track of the proliferating output of independent video producers caused almost insuperable problems for indexers. Having pioneered a computer database now taken over by the University of Toronto, she is convinced that a comprehensive index will be achievable only when there is a central agency to collect details of all new films and videos as they are produced - and such a body would probably need statutory powers.

In the UK, regional film archives are an increasingly valuable source of material relating to specific areas. For these, a national catalogue based on the Dewey decimal system would be of limited use. As Janet McBain, of the

Scottish Film Archive, explained, nearly all the collection would have to be entered under one Dewey decimal number - in this case, Scottish History. "We did think of using a numerical system, but soon abandoned the idea," she said. Like many other archives, the SFA is now using a subject index.

Even if a national catalogue comes about, it would not satisfy the demands of all teachers. The majority of requests from media studies teachers received by Philip Simpson at BFI Education are for off-air television material, particularly extracts from recent news and current affairs programmes, which, for copyright and logistical reasons, have usually been impossible to supply.

And for freelance film researcher Lisa Pontecorvo, who has experienced the best and the worst of film and video archive conditions around the world, the notion of a universal catalogue was "pie in the sky". "It might well be desirable, but at a later stage," she said. "What is important now is to make sure that material is kept at all."

Her work in newsreel archives has made her slightly sceptical of the value of either Dewey decimal or subject catalogues, whether or not computerized: "If there is a solution, I think it is in a more simple index by country, title, personalities, and so on. Quite honestly, when I see a computer screen, I go blank."

## Dressing



Kensington Palace Education Centre Open for school visits. Free if booked in advance from Educational Bookings, Kensington Palace State Apartments, London W8 4PX.

Last year over 100 schools visited the Royal Palace of Kensington, free. This year those who visit the state apartments of Queen Victoria and the Court Dress collection will also be able to take parties of schoolchildren to the education centre.

Housed in the basement, and with no toilets nearby, the centre has no staff. But now for the good news. It does house a handling collection of costume, accessories, textiles, and pottery, has an art room with limited art supplies, and two complete replica sets of Victorian costume. Gail Durbin, who is education officer for the Royal Palaces at the Department of the Environment, runs occasional INSET courses for teachers and is happy to give advice on how to use the education centre and the visit to the palace to anyone who rings her on 01-212 3358.

Ladies and gentlemen's court dress from 1750-1950 might not seem like everyone's cup of history, but as the notes and pamphlets on offer suggest, the study of costume is also the study of social convention and of women's role. Eleven-year-old girls struggling into corsets and crinolines could reflect on how it was a mark of real poverty to be without a swaying crinoline and down-right unhealthily to be without a corset constricting your innards.

No wonder Victorian women fainted all the time; it's surprising they could walk along the street. In fact one of the main causes of the disappearance of the crinoline was the immobility imposed on its wearers as they climbed up omnibus stairs. A quick glimpse at the divided drawers in the replica set will explain why. For many women dressing was a major project which required assistance, and sitting and walking unnatural efforts which necessitated odd posture and gait. Reducing on a sofa must have seemed a sensible way out.

While the female court costume reached its greatest absurdity in the

long (sometimes three metres) train which the court lady must not step upon as she moved, always backwards, the males had to suit with ornamental bag at the collar for a wig, and hat that was only to be carried under the arm. It makes you wonder, why did we never have a Revolution?

The handling collection, which schools are on their honour to keep in good condition, contains gloves, feathers, shoes, comb and underwear. There are also lengths of different textiles, from watered silk to brocade to velvet, silk ribbon and cottons for children to touch and explore. The pottery collection echoes the Delft tableware which Mary II brought with her from Holland, and consists of domestic items such as a chamber-pot, porringers, money-boxes, a watering can, a posset-pot (for drinking egg-nog) and candlestick. Having operated a similar scheme at Osborne in the Isle of Wight for two years, Ms Durbin is optimistic. "Everything there is still in good condition."

The education centre is suitable for parties of up to 35, and all ages are welcome.

Victoria Neumark

## Sell, sell, sell

**The Milton Keynes Retail Game**  
Manpower Forum and Buckinghamshire TVET  
£13.50 inclusive

Milton Keynes Manpower Forum, Norfolk House, 82 Saxon Gate West, Central Milton Keynes MK9 2DL.  
**Project Business Plan**  
Jane Straw at Project Fullemplay  
VHS video pack and materials £74.95  
0 582 00604 X  
Longman.

Everybody is in the enterprise act now. What shall we have next? Well, there's the *Milton Keynes Retail Game*. It looks enormously complicated, but those familiar with any board of counter game will be on familiar ground.

The game is a business simulation based on retailing with the objective of each group making as large a profit as possible. It is therefore a competitive exercise rather than one based on interaction. The game lasts for approximately three one-hour sessions, though it could be run continuously as part of a wider exercise.

Each group has about six students with every member adopting a clear role within the purchasing institution,

covering such requirements as market research, store location, pricing policy and customer services. The first session involves the groups making decisions about starting capital, the cost of customer services and staff selection. Session two involves such developments as finding the solutions to stand design and personnel problems, with the final session consisting of group presentations.

The games designers suggest that four issues are likely to emerge from the simulation. Industrial law - particularly relating to the dismissal of staff; personnel policy - the selection of staff; the maintenance of stock levels - to meet sales targets; and pricing policy - to find the right level.

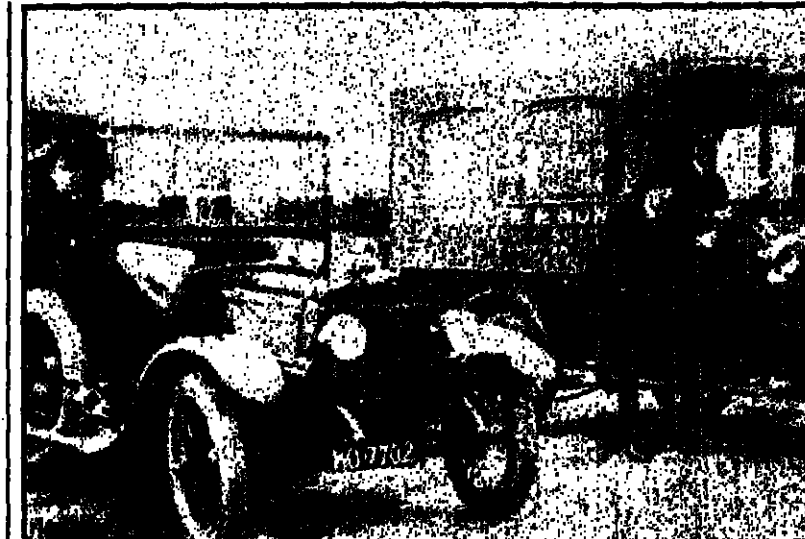
Whereas the *Milton Keynes Retail Game* was produced primarily for use with 14 to 16-year-olds, to introduce them to business skills, *Project Business Plan* is more for older students who think that they might be able to start their own enterprises. The video and copyright-free folder (156 A4 pages) draw upon the experience of Project Fullemplay, a multi-ethnic community business initiative which focuses the expertise and resources of the private and public sector on the issue of unemployment. The

important factor about *Project Business Plan* is that it is about learning from experience and not about instructing people into the supposed correct ways of business success. The project is about developing one's own potential.

The video follows the format of the student material in the accompanying folder which also contains detailed and helpful tutors' notes. The video shows how a group of young people set about starting a "fashionable hat-making business". It shows clearly the various stages of planning and research that are required for the successful start of any business venture. The material will strike a chord with many students of different backgrounds and be of great value to different courses whether in training, vocational, pre-vocational or mainstream GCSE.

Although *Project Business Plan* has an obvious business studies target it has a greater value in its use for life skills and personal development programmes. The 10 sections that make up the project, such as "Your Curriculum Vitae", "Business Format", "Costing and Cash Flow" will have more to do with the development of skills and attitudes than with the acquisition of knowledge, achievement and success. Do not be put off by the cost. It is worth it. If the material is widely used for a variety of students.

Richard Evans



What was Hampshire like in the 1920s? A pack from Hampshire County Council shows that, for most people, flappers, gangsters and wild parties were only something to read about in the papers. For a working-class or middle-class youngster, an outing would consist of an occasional visit to a dance, a day trip to the seaside, or a Saturday evening in the nearest big town.

The pack, called *Hampshire in the 1920s*, has been produced jointly by the County Museum Service and Hampshire Record Office. It contains 20 photographs showing scenes such as a group of hop-pickers near Alton; the declaration of the 1920 election results from the old Basingstoke Town Hall and a Winchester shop-front displaying Tam o' Shaners, boaters and feather boas. In the documents are a selection of newspaper adverts of the period, when an Austin 7 could be bought for £149. The pack costs £4.50 plus £1.20 p&p from the Hampshire Record Office, 20 Southgate Street, Winchester SO23 9EF.



DATA PROTECTION ACT  
This week: staff records

## Just the facts?

Teachers now have the right to see computerized records held about them. Whether the data is held by the individual school, the local education authority or the Data Protection Act, you will now be able to ask if anything is held about you, see a copy and have it corrected if it is factually inaccurate.

Both facts and opinions are covered by the Data Protection Act, but not the intentions of the data user. So a note on the computer saying "Mr X is a good teacher and suitable for promotion" would have to be shown to Mr X, whereas a record "to be promoted to Head of Department next January" would not.

Exactly what records are being kept will only become apparent once individuals start exercising their rights. The entries made by I.E.A.s or schools on the Data Protection Register (available for inspection in major public libraries) will give a general idea of the different types of files kept, the sort of data held, and the sources and disclosures.

It is up to the employer to provide personal data to other bodies, provided they are correctly registered. For instance, they do not have to ask your permission before disclosing personal records to the DES, another school or even, in some circumstances, the police. But there should be clear rules or guidelines about when data can be disclosed and to whom.

Some personal data will have been obtained from teachers themselves, but there may also be facts or comments added by headmasters, advisers, previous employers, etc. For an increasing number of appointments involving access to children, employers are required to check short-

listed applicants with the police for any criminal record which could have a bearing on the choice of applicant. Government circulars lay down the procedures to be followed.

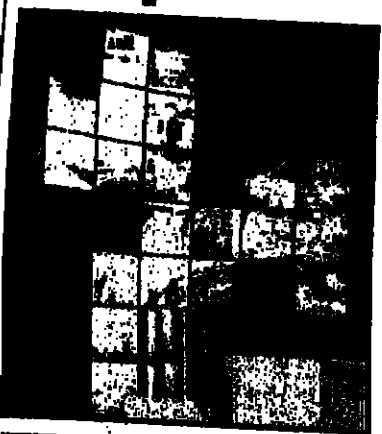
The new rights of subject access will allow teachers not only to find out what computer records are held on them, but also what these are being used for. As well as challenging inaccuracy, it is also open to individuals to complain to the Data Protection Registrar if they feel that any of the data protection principles are not being met. For instance, personal data must be obtained and processed fairly, and be relevant and not excessive. Just because an individual feels that data about him or herself is irrelevant or has been unfairly obtained does not necessarily mean a breach of principle, but neither will the Registrar always agree with the employer's judgement.

Data must also be kept secure against unauthorized access or loss. This means that procedures need to be observed which ensure the security of data. Computer discs need to be locked away when not in use. Screens must be positioned so that only authorized staff can view the data. Disposal of old print-out material must be effective. Passwords may be required for access to sensitive information. The exact meaning of the principles in particular situations will have to be established through test cases, but there is now an Ombudsman to take up complaints and enforce a minimum standard.

Nigel Waters

Nigel Waters is Assistant Data Protection Registrar  
Next week: pupil records

## Seeing spots



Royal Mail Code Show  
Science Museum, London  
Until January 17. Admission free.

Every day the Royal Mail sorts and delivers 46 million letters to 23.5 million addresses. The Post Office has evolved from men on bikes and hand-sorting into pigeon-holes into an intricate organization using its own underground railway, air networks and computers. The compact and informative exhibition at the Science Museum traces some of the history and explains the technology coming into use.

Biggest favourite with visiting children has been the Olivetti computer. Loaded with a compact disc containing

every address in the UK, it can summon up your own post code. The only caveat is that it is not overly user-friendly, refusing to accept other than received contractions (Cres for Crescent, for example). Having discovered your own post code you can then go on to send yourself a postcard, first class, free of charge, and visiting junior and middle school children have spent hours in the museum sending letters which they have post-coded with those enigmatic blue dots which the mail bears nowadays.

They are those blue spots anyway? They are made of phosphors, and their topographical arrangement on the envelope corresponds to an exact coding with the addressee's post code, a designation correct to a few houses. Thereafter the postman has to decide on the individual dwelling. Apart from this slight margin for human choice, the computer can sort without error 16,000 letters per hour, eight times faster than manual speeds.

Further displays in the exhibition show the network with lines of lights, the superiority of phosphors to fluorescent under ultra-violet light, and the different methods of transporting the mail in use today. There is a video on OCR (Optical Character Recognition), which can interpret up to 35,000 typed or printed addresses a hour by electronic 'eye'. Non-post-coded mail still has to be sorted by hand at the town of destination.

The effect of the exhibition ought to be to make one use the postcode religiously from now on - you know it makes sense. On the other hand, I could take a perverse delight in keeping those handsorters in a job.

Victoria Neumark

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Speech therapist Gillian Nelms assesses a young visitor at the ACE Centre

## Special help

Carolyn O'Grady visits a pioneering centre

David is a small six-year-old with a sunny personality and a winning laugh. He is also multiply handicapped, with a complex range of problems, many of which are difficult to diagnose exactly. He had been using computers and other microelectronics aids at his Ealing school for special needs, but with an advance to try a wider range of input devices and software it was difficult to know whether he was getting the best out of micro-

technology. Last month he got that chance. With his parents and teacher he visited the ACE Centre in Oxford for a full day of trying out hardware and software with a team of experts.

The ACE Centre opened in May 1984 and is acknowledged as one of the major successes of the drive to give special needs children the benefits of microtechnology. However, along with the Special Education Microelectronics (SEMERCs) in Education Centres (SEMERCs), its future is now in doubt. In March 1989 the Microelectronics Education Support Unit, which, with various charities, funds the centre, will pass on responsibility for the agencies supporting microelectronics in special needs education to local education authorities. So far the indicators are that ACE will survive, but the SEMERCs (which are concerned mainly with research and advice for classroom teachers) will not. But no formal announcement has been made.

ACE has as its main concern communication aids for individual children, especially those who are severely physically handicapped or both physically and mentally handicapped. The information gathered and disseminated by the centre evaluates hardware and software and undertakes research. It also provides a place where teachers and others can try out equipment and software.

In addition, it offers a unique service for individual special needs children in that they can come to the centre accompanied by parents, teachers and

therapists and spend a day trying out devices and software. This service is increasingly in demand: appointments are currently being made up to six months ahead.

David, who is cerebral palsied, short sighted and profoundly deaf, though it is not known for certain whether he suffers from an inability to hear or a difficulty in deciphering what he hears, came to the centre with quite a small team of parents and teacher. Other children sometimes come accompanied by educational psychologists and physiotherapists. The centre works equally happily with health and education services.

Before the visit, the Ealing school which David attends had supplied the centre with a video showing him working with a computer. Staff from the centre had also visited his school to observe him there. The school are very knowledgeable about computers and other aids but are hoping to extend their knowledge.

David is not a shy or nervous child, so he is able to begin work at the centre immediately he arrives. Caroline Gray, the centre's occupational therapist, cradles him in her arms to reduce his involuntary movements and in front of him, to his evident joy, are placed a furry toy dog and a plastic elephant. These he can get to move with the aid of various switches which Caroline and Gillian Nelms, the centre's speech therapist, try out with him. Throughout the day Gillian "signs" to him, as it is hoped to encourage his understanding of "signing". Also round the table observing and commenting are Prue Fuller, director of the ACE centre and Andrew Lysloy, a teacher at the centre, David's parents and his school teacher.

David is an extremely determined child with immense powers of concentration - "equal to or better than any normal six year old," comments Caroline. He very quickly catches on to what is required and sets about the Herculean task of getting his wayward arms and hands to do his bidding. He is unable to speak but has discovered a

winning way with laughter. He uses it to encourage adults to continue to do what they are doing.

After numerous sorts of touch switches had been tried out in different positions Andrew suggests that a small switch that requires just a small movement of David's more effective right arm and index finger might be better than the large switch that he is presently using in school. This requires a large movement of his arm which often results in his losing control entirely.

Prue Fuller is anxious that David should be encouraged to use his foot to operate another switch as the ability to operate two input devices will give him more scope when it comes to using computer programs. "We are looking," she says, "for ways of giving David more control and ways of making choices." As he has never used his feet before, some of the observers are sceptical, but within a short time it is obvious that David is capable of operating a small switch with his left foot. His right foot is less effective.

The next stage is to see if David can operate computer programs using his right hand and left foot. He moves with Caroline and Gillian to the computer. He begins with Widget Software's suite of programs featuring Blob, a hulbulous red character, and is introduced to the idea that Blob can be operated with one switch, and as an object or another character, and another. Thus he can get Blob and a car, or Blob and a clown moving on screen at the same time. At the end of this session it is felt that he has grasped the idea. He is working extraordinarily hard with a concentration and energy which are awe inspiring.

After lunch David returns to the computer, and continues with the programs which use his foot and hand, testing his powers of differentiation. In one of these he is shown the symbols of "nummity" and "daddy" and a table and a chair. His real mother and father hide, one behind a table and the other behind a chair, and David's task is to call them up. He is obviously enjoying the game, but he is tiring and the task is difficult. The results are not conclusive but the team feels it will be well worth continuing with programs that challenge his intelligence in this way.

During the discussion which ends the day, David's teacher says she is confident that she can incorporate the ideas which have emerged into his school activities. His parents would like to buy a computer for his use at home, but Prue suggests that they wait until he goes to his next school to see what sort of work is going on there. An appointment is made for him to return to the centre in six months.

David is one of the most seriously handicapped children who come to the ACE centre. Many have much simpler problems, for example, they come from mainstream schools in search of more appropriate writing aid or a portable computer or an electronic typewriter. But it is to the "Davids of this world" that Prue Fuller would like the centre devoted. The simpler problems, she feels, could eventually be dealt with at a level level, leaving the centre free to devote its wide range of expertise to the more complex problems of children like David.

ACE can be contacted at Osmoth School, Wytheford Road, Headington, Oxford OX3 8DD (tel: 0865 633000).

In disc format. Beebing is at Dolphin Place, Holywell Hill, St Albans, Herts AL1 1EX.

DATABASE SOFTWARE is known for its best-selling business and educational program *Mini Office*, which was followed by the greatly improved *Mini Office II* (reviewed in *The TES*, March 13). Now they've followed it with *Mini Office Professional* for the Amstrad PCW: five programs (database, spreadsheet, word processor, graphics and communications) on two discs with a 70-page manual sounds like another bargain at £30. Because the software is integrated, transfer between modules is painless and slick. Database is at Europa House, 68 Chester Road, Hazel Grove, Stockport SK7 5NY.

Jacquetta Megarty

## Next week

Features on computers and software for Christmas

## What have you done?

## SCHOOL TELEVISION

Scene  
"This Year's Model"  
BBC2 Thursday December 3, 11.35am; repeated December 4, 12.35pm.

A lot of *Scene's* output is like Hilaire Belloc's improving tales: folly reaps its inevitable reward. And isn't life just like that, we older wisecracks sigh, as sexy Sadie from the suburbs, a legend in her own bedroom, tries her luck as a "glamour model" in London and treads the slippery slope leading to prostitution. Not so obvious, perhaps, if you too are 16 and 34B (but) and if your friends tell you "What you got is a body" as you saunter to the record shop after getting your giro.

As usual, this *Scene* episode is well scripted and acted, with convincing casting for our plump pretty heroine and her plain, promiscuous friend. We follow Sadie from her dreams before the mirror, through success - Girl of the Week in *Pontins*, all the boys she can fancy - and failure - a tacky wet T-shirt contest - and finally she ends up in the agent's office. Now, if she'll just lose five pounds, take make-up lessons and learn to pose, she can have the privilege of giving the agent £150 for a portfolio. And there, realistically, the story might end. If the subject was one girl's shot at glamour.

Funny word, glamour. For the aspiring model, it still holds its connotations of power and beauty. For the agent, it leads inexorably to "top shelf of the newsgasm", "but nothing bad, legs together you understand". And if you are still determined, yes, flesh can be peddled "just to tide you over", on any street corner in this capital city of ever-expanding opportunity. Is that still "glamour"? Is it even desire?

"This Year's Model" is not, however, merely a homily on the dangers of selling one's charms. It touches on many issues. Page Three girls are they really "nice" girls? Or are they, as Sadie's boyfriend and his mates sniggeringly suggest, a set of images which degrade real people? Is modelling



Jenny Jay as Sadie

"about beauty" as Sadie claims, or is it, as the deeply unpleasant admen who reject her for their petulant campaign imply, about reducing beauty to a sales gimmick? And who is right in the dialogue between Sadie and her mum? "You can't really want to take your clothes off for a living." "It's better than hanging up washing."

Everyone wants to be of value, loved and admired. Becoming aware of one's own sexuality ought to be more joyful than not. It is sad if young girls believe that their beauty lies only in the eye of the buyer of tawdry magazines and newspapers, that it needs to earn money to be real. Sadie still if they barter away that beauty as rough trade. Perhaps teachers can use this programme to put off a few hopefuls. Me, I'm waiting for the day when hanging out the washing gets glamorous.

Victoria Neumark



Is your school or group eligible for some of the millions raised tonight? Child deprivation, disability or illness are the main criteria, but before you apply for cash, it's worth noting that you should have a goal in mind and you should demonstrate that you've raised some funds yourself. Closing date for applications is January 15. Application forms are available (96 inch size) from your regional BBC Broadcasting House in Northern Ireland, Scotland and Wales. The Address for England is: Audience Research Board reports figures of up to half a million viewers for Monday's student magazine *Open Exchange* (taking into account the Sunday repeat on TV-am) and for Friday's midday programme for trainers, *On Course*, around 160,000. "Pretty good for a lunch-time programme," says an OC spokesperson, who points out that neither figure includes the many video watchers.

Special subjects: As a result of requests from viewers, OC is now considering courses in physiotherapy, some additional languages and leisure industries. There's already a tourism course due to start next term.

Comments: OC seems to be a promising institution with a good deal of initial support. It's flexible (*On Course* is generously devoting some of its bulletin board to non-OC training news) and shows initiative (with a new course in basic Chinese for business people starting next term). OC also shows a good deal of sense in the area of economics. Their introductory *Effective Learner* study skills package has been reduced from £20 to £9.95. The TV term starts again on Monday January 11 at 1pm.

CHILDREN IN NEED, the BBC's massive yearly fund-raising operation, is all over the radio and TV tonight. Last year it raised over £8 million, and according to the BBC, there's no reason why the figure shouldn't continue on an upward curve, as it has done for the past seven years. Last year's cash went to nearly 8,000 worthy causes. The smallest allocation was £60, the largest £12,400, both for disabled children.

## MEDIA

## In these days of Baker

David Lister on current TV programmes about education

It is not actually all that many years since the term "education correspondent" was unknown. Newspaper coverage of schools, which usually meant school fires, was usually added to the load of a general reporter - probably the youngest, who could most closely remember the system.

The education world was left to get on with its business in peace. The education ministry was still regarded as a place for rest and recuperation, and Sir Keith Joseph's appointment as Secretary of State was greeted by one national newspaper with the immortal quote: "Sir Keith Joseph, the Industry Secretary, has not been well recently. He has been moved to Education."

How times change. Education is now the key Cabinet post (as, to be fair, Sir Keith himself believed it was then) and the minister occupying it is suitably young, ambitious and agile. The Education Bill is the central piece of legislation of this Parliament. All serious newspapers are following its every step, now with a handful of education correspondents each (there must surely be a suitable collective noun for these people) and there has been a sudden blossoming of special pages on education.

Television, for some reason, took a long time to catch up, perhaps because of the dubious but widely-held belief in the media that education stories are seldom visual, and perhaps also because they are hard to encapsulate in the 30 seconds or so allowed in a news bulletin. The BBC and ITV appoint education correspondents from time to time, but they don't seem to be viewed as particularly prestigious jobs on either channel.

The natural answer was a magazine programme, and over some months now both BBC2 and Channel 4 have developed very respectable ones with *The Education Programme* (Fridays, 7.30pm) and *Education Extra* (Mondays, 6.30pm) respectively.

Both these programmes are thoughtful and well-researched examinations of current educational issues and required viewing for those who need or wish to remain informed. They are different in style, with the BBC's *Education Programme* authoritatively presented by Martin Young and Linda Alexander, and devoting its entire hour to one issue. The difficulty of teaching about Aids, and the testing of primary school children were two recent ones. The programme sets the scene, dramatically in the case of Angela Rumbold's head-on clash with primary teachers at the recent

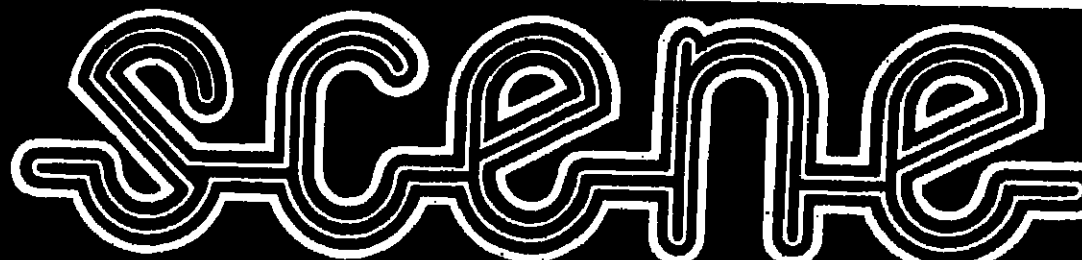
volume normally reserved for plane crashes. The language of the presenters - "as Mr Baker puts his hand to the plough of education, we'll be hot foot down the furrows sifting the arguments and weeding out the facts" - also sometimes seems more appropriate to a regional news round-up than a national and specialist programme.

When *Education Extra* gets down to issues, it does them well. Last week's programme on Wandsworth trying to pull out of the ILEA was absorbing, lining up Richard Jameson, a former DES civil servant who has managed to shrug off a lifetime of enforced neutrality to advise a London council on how to follow Conservative policy and opt out, against Sir Ashed Brumall, who has now joined the select group of leading Labour intellectuals that his party failed to find a role for. But the discussion was all too brief. I would rather have seen more of it and fewer news items. Is the current state of play in the Leeds school secretaries' industrial action of the slightest interest to anyone outside of Leeds? I doubt it.

The programme makers on both channels must at the outset have debated to advise a familiar dilemma for all of us who have worked in educational journalism. Does one go to a teacher, the committed parent such as a school governor, or the ordinary parent who wants to try to get to grips with a system now radically different from the one which existed when he or she was at school? The greatest tribute to both these programmes is that it is hard to discern just what was decided.

The programmes are interesting and informative for all three of the above groups, enabling those who watch to keep abreast of developments to a degree which was always useful, but which Mr Baker has made imperative.

'Sir Keith Joseph, the Industry Secretary, has not been well recently. He has been moved to Education'



## THIS YEAR'S MODEL

Next year what?

Teenager Sadie dreams of becoming a glamorous model - even if she has to make it via Page Three. Tony Marchant's controversial play explores Sadie's journey towards the realisation of the true nature of the business in which she seeks fame and the effect her ambition has on her relationship with parents, girlfriend, boyfriend - and with herself.

## This Year's Model

BBC2 Thursday 3 December 11.35 - 12.05  
Repeated Friday 4 December 12.35

BBC  
EDUCATION

More information from BBC  
Education (SC2), London W5 2PA.  
Tel: 01-991 8031 (24 hours)

BBC tv

Nick Baker



\*Delete as required

take  
three!



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## INCENTIVE ALLOWANCES

Headings in the classified columns now reflect the new teachers pay structure. All vacancies in the State sector are classified by subject and incentive allowance. The amounts paid on each level are:

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D	3,000
C	2,001
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# Children's Books III

Joan Aiken - writer and poet

## Out of the ordinary

JULIA ECCLESHARE



Joan Aiken at a poetry reading to launch *Island of the Children*, a new anthology, reviewed on page 38.

Joan Aiken is tiny, diffident and a writer through and through. She is thoughtful about her writing but not over-analytic. Above all, she is wholly honest about it. There is neither boastfulness nor modesty. She is quietly delighted by her success when it is genuine. The morning I met her she had been in the Virgin record shop; not her natural venue. On producing her Barclaycard she, as she described him, "that dunting youth" behind the counter had looked, wavered and then asked: "Do you write children's books?" When Joan said yes, he replied: "Wow, that's made my day." It clearly made Joan's day, too.

Joan Aiken has always been a writer and this total commitment to writing and literature is a dominant feature of everything about her. "I am longing to read with my grandchildren," she says with infectious eagerness.

Her own childhood was distinctly unusual. She was educated at home by her mother until she was 12 following an academically broad and clearly absorbing curriculum. What she did not learn, however, was how to mix with other children - a poor preparation for the boarding school to which she was sent at the age of 12. Quite a shock, I suggested. "Yes, I stopped growing," Joan answered but without rancour, going on to say that it was a good school, with good English teaching. A fact, she added, perhaps, by her adding, "the Fullein-Thompson sisters went there too."

But it was not at school that Joan learnt to write. Her father was Conrad Aiken, himself a distinguished novelist and poet, and Joan told stories to her brother, who was seven years her junior, from an early age. In her teens she wrote hundreds of short stories and even a full-length novel when she was 17. "Pure Masefield," she says, laughing. Derivative it may have been but *The Kingdom and the Cave*, a fantasy about a threatened kingdom, was published in 1960 as her first children's novel. In it Joan Aiken already showed the kind of controlled fantasy at which she excels.

The internal power of Joan's writing is indicated by the background to the

publication of *The Wolves of Willowby Chase*, a book that brought enormous critical acclaim especially in America. Joan wrote two chapters. She had not "planned" it, but knew as she wrote how the book would develop. Then her husband died unexpectedly leaving her with two small children and a desperate need for a job. Joan became features editor for a short story magazine, *Argosy*, where, she says, "I learnt an enormous amount about writing. Editing other people's stories teaches you about the bare bones of a book." She stayed at *Argosy* for six years and then returned to writing. She picked up *The Wolves* where she had left it and says that its final form was just as it would have been if she had continued without interruption. I believe her, but it is a remarkable feat. It also says something about Joan's qualities as a writer. It reflects, as does the writing itself, that what she writes comes from within her. Her next (and soon favourite) novel, *Black Hearts in Battersea*, flowed in

very much the same way and turned out to be much too long. Joan had to make massive cuts to get it to a manageable length. Like *The Wolves*, it is set in an imaginary period of English history and has the same qualities of original humour combined with exceptional inventiveness. These two novels are the beginning of a still-growing series in the same vein. Alongside them she has been writing collections of short stories which she has called "fairytales set mainly in the present day" such as *A Necklace of Raindrops* and *Up the Chimney Down* and, for younger children, *Arabel's Raven*, which was commissioned by the BBC for *Jackanory*.

Her stories can variously be described as fantasy, "freehand" historical, funny, magical and often a mixture of all. There is very little of everyday domestic life in them. But this does not imply that Joan is unaware of her child readers or of the lives they lead. As someone who writes for both adults and children, Joan has strong views about the special discipline of writing for children. "Children are easily bored and must therefore be kept amused by pace and dialogue. You cannot take short cuts with children, either." Her views on content for children were reinforced by her recent judging of the Whitbread Prize for children's fiction. "Children's books are more adult than they were which fits in with how I like to write," she says.

Certainly Joan Aiken's stories are always challenging for children. It is not that her writing is hard to read, it is rather that she takes the readers into unexpected terrain. Her readers must be able to move freely from fantasy to reality, to follow her highly inventive and unexpected adventures into distant times and places. Joan Aiken uses no device or tricks to help her readers. She has the highest literary standards herself and expects her readers to have them, too. And it is clear from her success on both sides of the Atlantic that they do.

Joan Aiken's latest book, *The Moon's Revenge*, illustrated by Alan Lee, is published by Jonathan Cape.



The aristocratic Mawgan Porth, from *Jack the Treacle Eater*, by Charles Causley, illustrated by Charles Keeling, winners of the 1987 Eml/Kurt Mascher Award, announced last week. The £1,000 prize, judged this year by Margaret Meek, Elaine Moss and Chris Powling, is given annually to a children's book in which text and illustration are both excellent and perfectly harmonious. Elaine Moss described the book as "a superb example of the best in the genre, combining the talents of a major poet and a renowned illustrator, and celebrating nothing less than the human character in all its quirkiness".

Many of the poems have West Country connections; the original Jack was a famous runner, said to have trained on treacle, who took messages to and from London for a wealthy Somerset landowner. He strides out in Keeling's illustrations with all the vigour and purpose of Causley's verse. It is a collection to provoke, intrigue, amuse, and especially to read aloud.

## Lost in the retelling

NEIL PHILIP

British Folk Tales: New Versions. By Kevin Crossley-Holland. Illustrated by Peter Melnyuk. Orchard Books £12.95. 1 85213 021 0. Reprinted and introduced by Kevin Crossley-Holland. The Boydell Press £12.95. 0 85115 456 5.

Last year, Kevin Crossley-Holland published a fat selection of *Folk Tales of the British Isles* aimed at adults. *British Folk Tales: New Versions* trawls the same sources but with different impetus. Here, the intention is not to serve tradition but to use it. As the subtitle suggests, Crossley-Holland has felt free to bring his own imagination to bear on the source material.

In many ways, of course, this is what the traditional storyteller also does. Every folk tale narrative achieves its own balance between the inherited tradition and the creative impulse of the storyteller. Joseph Jacobs, defending his changes to folktales in his children's books, asked: "Why may I not have the same privilege as any other storyteller?"

Jacobs used this privilege in an attempt to make the stories more like themselves: to capture and transmit on the page the innate qualities of the tale. Crossley-Holland claims a larger privilege: to change the very nature of his source material. Where Jacobs stressed the formal qualities of the oral tale, Crossley-Holland has chosen to fashion short stories. Each reader will

decide for themselves how successful he is. Certainly it is an interesting attempt, by a writer whose track record justifies the arrogance of the venture. It deserves to be read. It is in many places beautiful, in others funny, in others full of excitement and suspense. But on a first reading I find myself unconvinced, liking the book best where it is closest to its source, and sorrowing over what seems to me a loss of energy and of mystery in many of the tales.

The loss of energy is partly attributable to the debilitating politeness of standard English: "a dam sight beautiful" becomes "far more beautiful", "he nearly eats her" becomes "he took her into his arms and kissed her". The loss of mystery lies in the substitution of novelistic characterization and description for the carefully structured anonymity of the folktale. For example, Crossley-Holland retells a highly idiosyncratic Beauty and the Beast story from Derbyshire. "The Small-Tooth Dog". His version opens, "The youth put a scowling fist in Mr Markham's face. 'The cash!' he growled."

This is brilliant - "scowling fist" is a tremendous touch - but its social realism is at odds with the magical quality of the story, in which the merchant is saved by "a great, foul, small-tooth dog" who, spurning offers

of "a fish that can speak twelve languages", "a goose that lays golden eggs" and "a mirror in which you can see what anybody is thinking", will accept nothing for reward except the merchant's youngest daughter.

The technique works best with legends rather than fairy tales. "The Green Children", "The Widman", "The Pedlar of Swaffham" - all previously published as picture books - completely reshape their sources to produce convincing and finely turned stories. "The Widman", indeed, is a poetic *tour de force*, deeply moving even without the fierce Charles Keeling illustrations which originally accompanied it. It is joined in this book by a second piercing monologue based on a traditional fragment, "The Fine Field of Fleck". But both of these are really independent prose-poems, rather than narrative retellings.

That Crossley-Holland is a true poet is evident in the cutting-edge of his language throughout. *British Folk Tales* is also stamped on every page of his magnificent translation of *Beowulf*, which is now reissued in a lavishly illustrated edition, the first of a proposed series of "Classics of the Medieval World". It is a striking volume. Some may find its design over-busy, but for many it will provide the perfect introduction to a poem whose difficult delights can seem deeply off-putting. Crossley-Holland tells the reader with lucid authority everything he needs to know before allowing the sweep of the verse to cast its own spell.

## Nursery Education

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two nursery sites. Staff must  
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young children and their  
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HEADTEACHER required from April 1988 for this GROUP 1  
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Application forms and further details from South East  
Area Education Officer, 123 Blackborough Road, Reigate,  
Surrey, RH2 7DD. Telephone: Reigate 774166, Ext. 4416  
Closing Date 11 December 1987

## Primary School Education

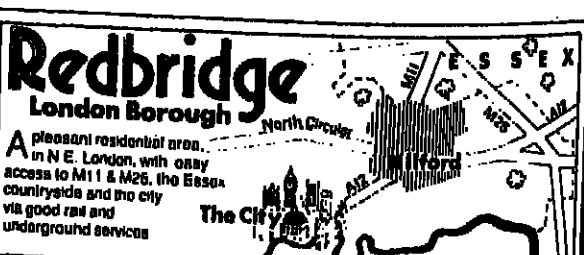
Headships

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Aylesbury Vale Area Education  
Office, Exchange Street,  
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1987. (47456) 100010

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## APPOINTMENTS

continued on page 81.



## Nursery Teachers

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Application forms are obtainable from and  
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High Road, Ilford, Essex IG1 1NN. Closing  
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Independent schools (as defined in the report as "public schools"), comprise - guarantee that the

## MERRY CHRISTMAS FROM OXFORD

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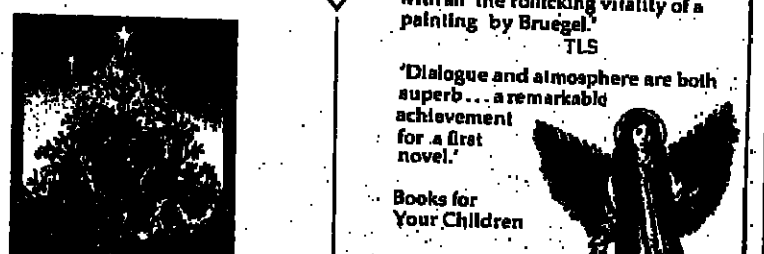
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Oxford Books for Children



## Nature red in tooth and glove

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**Rain and Shine.** By Paul Rogers. Orchard £6.25. 1 85213 060 1.

**Charlie and Elly Stories.** By Frances Farrer. Gollancz £6.95. 0 575 03966 3.

**Hild at Allotment Lane School.** By Margaret Joy. Faber £5.95. 0 571 14808 5.

**The Clothes Horse.** By Janet and Allan Ahlberg. Viking/Kestrel £6.95. 0 670 81367 6.

Animal characters can be very tempting for a children's writer. At a stroke they free the narrative from the inconveniences of class or race or, most inhibiting of all, grown-ups. This liberation comes at a price, though. The writer still has to decide how these animals are to behave. Like toys? Like people? Like, perish the thought, actual animals?

The chief problem with *The Fluppets Storybook* is that Terry Edge tries to face in two directions at once – towards Wood Wood, which bears a sneaking resemblance to real life, and towards the hand puppets who are the *raison d'être* for the whole enterprise. Since his book is out to promote them as much as itself. Not surprisingly, what he and we end up with is a very odd wood indeed – the sort of place in which Renee Rabbit can chum with Felicity Fox because she's "a friendly fox and one who isn't particularly hungry at the moment", but where Bumper Badger also has to learn how to use his whiskers. As always with Terry Edge, the book does something for hand puppets.

And let's hope the re-printed *A Teddy Bear's Picnic* does something for teddy bears. These stories are billed as "original" and so they are in the sense that they were written especially for this collection by nine Australian writers. It's not easy to escape from the shadow of the great Book, however, and rather too many of them rely on over-familiar themes like "The Lost Toy" or "The Toy Out

of Favour" – with the honourable exception of Rosalind Price's "Teddy Who Was Never Ready" and Tony Linterman's splendidly Chandleresque "Ted E Bear, Snoozologist". The book's best claim to originality lies in Terry Denton's illustrations which update E H Shepherd by way of David McKee most amusingly. Children who'd rather play with other children, though, may prefer Paul Rogers' *Rain and Shine* or Frances Farrer's *Charlie and Elly Stories*. Each offers a lively, undemanding account of ordinary, everyday happenings – in the country and town respectively – while taking full advantage of the convention that infants in stories don't need to act their age or say their piece with too close an attention to probability. Nor is either writer afraid of inconsequence. Some of the tales simply trail away... like their readers' attention, perhaps.

For an altogether sharper, more rounded experience try Margaret Joy's *Hild at Allotment Lane School*. Hild is a delight, a downmarket scamp who's sure to cause pursed lips among those who prefer their mischief to be safely middle-class. Hild's jokes and lies and ability to look after herself equip her perfectly for the Brave New World the likes of K Baker are creating for her... which is just as well, since she's just the sort of child who can expect no help at all from him. Luckily, here she has her redoubtable class-teacher Miss Mee on her side, even when she's disrupting the swimming lesson, eating the other children's lunches, sending up the dinosaur project or having her knickers fall down while on the Big Apparatus. My only complaint about this unpretentious little gem of a book concerns Joyce MacDonald's illustrations which present Hild as a blonde Milly Mollie Mandy. Clearly, she's much more formidable than this. A back-street Violet Elizabeth Bott would be nearer the mark.

There's no such mismatch between text and image in *The Clothes Horse* and *Other Stories*. As always with Janet and Allan Ahlberg, the book looks good enough to eat, were it not that we'd also lose the words which are just as alluring. In fact, the book's subject is nothing less than language itself apprehended through the dotty, surreal resonances the author wrings from well-known phrases such as its night-train (carrying night as its freight), the jackpot (a pot for giant-baiters called Jack), and so on. What sustains the joke is the unabashed exploitation of the authorial voice, confirming the status of this pair as our leading structuralist celebrants of childhood. Not that kids will let this put them off. They'll be too busy laughing.

Chris Powling

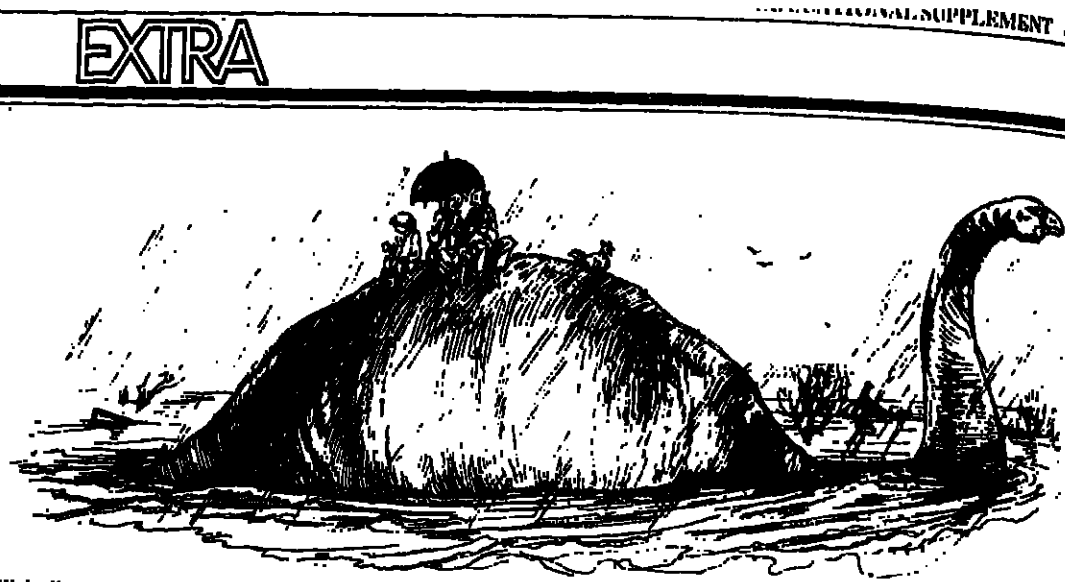
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## Picture books

# Families and friends

NAOMI LEWIS

Families, like friends and siblings, can be a problem – no need to tell you that. What luck though to have a father and mother like Emily's in Emily's Own Elephant by Philippa Pearce (Julia MacRae £5.95) as well as a meadow, a stream and a comfortable shed. For little Emily longs for an elephant, and it happens that a miniature elephant (say pony-size, he won't grow larger) needs a special home. Convincingly told by a perfectionist storyteller, it leaves a rare sense of a good wish happily fulfilled. John Lawrence aptly illustrates.

Jan Mark's *Fun* (Gollancz £4.95) is, I'd say, one of the most discerning books on the list. James's parents are always wanting him to play, to race, to have fun. But James prefers to be alone and watch a beetle or the wind-whirls. Mum and Dad throw snowballs, make a snowman. James likes to see the snowflakes fall. Young parents can be such a problem. Michael Foreman illustrates. A book not only for thoughtful loners under eight.

You'd think that Kirsty in Kirsty Knows Best by Annalena McAfee and Anthony Browne (Julia MacRae £5.95) was an everyday, mousy sort of child – but no. She's a medieval princess; she's the toast of the party;

she travels in a rickshaw pulled – yes – by Nora, the class bully. Well, see what happens to Nora in the end – at least in Kirsty's satisfying dreams. Anthony Browne's unerring pictures are there to prove all this.

In Wendy Smith's *Twice Mike* (Dent £5.95) parents tell worried mouse Thelonus that siblings are on the way. How many? What should he do? "I'm a mere twin sister arrive." "I'm more lonely now than when I was an onlymouse. I might as well run away to sea." But things improve. Privileged Big Brother isn't too bad a role. A likeable, even witty text runs with the absurdly likeable pictures.

In *A Weekend with Wendell* by Kevin Henkes (Viking £5.95) Sophie, another only mouse, is none too pleased when bossy Wendell comes to stay. When they play hospital, he is doctor, nurse and patient. She is the desk clerk. He is allowed not to eat his greens ("an allergy"). Then Sophie starts to assert herself and the fun begins. Parents won't want more of Wendell, but Sophie certainly does. Seven down.

Anna is lonely in her new home in

*Anna's Secret Friend* by Yorika Tani and Akiko Hayashi (Viking £5.95). But through the letter-box come mysterious presents: three dandelions, a paper doll, some violets, then a letter! FRIENDS ARE NICE. IN VERY HAPPY YOU HAVECOME. There's a knock on the door – another shy little girl. Simply told with fine pictures, a happy little drama for the very young.

In *Jamaica's Find* by Juanita Hall and Anne Sidley O'Brien (Hodder £5.95) little girl Jamaica finds what dog lying under a swing in the park. She loves it, takes it home, but soon to realize that it should have gone to Lost Property. Another little girl rejoices to find it, and the third pleasure makes the black-haired and golden-haired children friends. With bold, clear, child-angled pictures.

The most serious book here, yet thoughtful rather than sad, is *Mary and her Grandmother* by Bettina Egger and Sita Jucker (Viking £5.95). A child thinks of her grandmother who has recently died: of the funeral, of her last illness, but also of the many good times and gifts and secrets that passed between them. The evocative full page paintings (in dissolving effects of sapphire blue, emerald green and grey) run essentially with the text.

## Poetry anthologies

# Too silly for words

SANDY BROWNJOHN

**Nailing the Shadow.** By Roger McGough. Viking/Kestrel £5.95. 0 670 81801 1.

**Smile, Please!** By Tony Bradman. Viking/Kestrel £5.95. 0 670 81585 3.

**Whispers from a Wardrobe.** By Richard Edwards. Lutterworth Press £9.95. 0 7188 2663 3.

**Standing on a Strawberry.** By John Cunliffe. Andre Deutsch £2.95. 0 233 98071 7.

**There's an Awful Lot of Weirdos in our Neighbourhood.** By Colin McNaughton. Walker Books £9.95. 0 7445 0750 2.

To quote W H Auden: "... there are no good poems which are only for children." Too often poems written especially for children are just not good enough. The market is becoming saturated with facile doggerel of the sort that almost anyone might produce, off the cuff, at bath or bedtime for his own offspring. It is tempting to think that publishers are indiscriminately "milking" the current reawakened interest in poetry in schools, and it is tempting to think that their knowledge of, and commitment to, good poetry is negligible. As long as a book has a catchy title and plenty of pictures to soften the blow of the words, they are on to a winner.

From one publisher, Viking/Kestrel, we have two books that are poles apart in quality. First, *Nailing the Shadow*, by Roger McGough is a welcome addition to the bookshelf. McGough clearly agrees with Auden, for he has reprinted four of the poems from his last adult book; they are strategically interspersed among the new. There is something very slightly naughty about that, but still, a very experienced poet, McGough is unmistakably the

most professional practitioner in this batch. He simply handles words so much better and obviously loves language.

The book is somewhat patchy, but his inventiveness constantly delights. He has always had a tendency to extend a one-line joke into a poem, as with "The Last Straw", but the word-play and sheer enjoyment in poems like "The Cackle", "Intempesto" and "Prayer to Saint Grogan" are infectious. And "Gazebos" and "Hundred Thousands" are particularly good. The illustrations by Marketa Frachetka are among the best to be found in any book of this kind: truly creative, not simply rooted in the representational and an enlightened editor has decided that they do not need to appear on every page. Yes, there are actually blank spaces round many of the poems. More power to them.

From the technical skill and imaginative use of language of McGough we come to *Smile, Please!* by Tony Bradman. What feels like a descriptive one-line exclamation mark in the title might be better as a question mark – at least one might then be moved to sympathy. This book is doggerel at its worst. Was there a deliberate attempt to range of simple words which appear to have been shuffled and re-dealt for each "rhyme"? The word "nice" among others, recurs with monotonous regularity.

*Whispers from a Wardrobe*, by Richard Edwards, a second book for children. Unfortunately it is not as substantial as his first. One feels he would have done better to have waited until he had amassed sufficient poems

of the quality of "The Beast and I", "Some Favourite Words" and "Sun Light or Surprise". Or perhaps his publisher should have been alert enough to spot the similarities (however unconscious) to other people's poems; for example, "The Major's" is far too close to Kit Wright's poem "How to Treat the Houseplants". And if one is going to write poems using made-up words (à la "Jabberwocky") it should be done well.

*Standing on a Strawberry* is a book of poems by the author of *Postman Pat*. John Cunliffe, but this is in a very different vein. A mixed bag, it nevertheless contains some well-timed poems, and the author's intelligence and wit pervade the collection. Forgive me like "Cat Warmth", "Another Assembly", "Pebbles", "He was" and "Latecomers", work extremely well and there are enough of these to maintain interest. The illustrations by David Perkins fall into two categories: the serious are on the whole successful, the humorous tend to be too obtrusive. In a book of poems the words should always take pride of place.

Which leads resoundingly to *There's an Awful Lot of Weirdos in our Neighbourhood* by Colin McNaughton, who is also an illustrator. The publisher's blurb tells us that "most children of no mean standing will not find much to detain them here. Billed as "rather silly verse", that just about sums it up. The pictures are colourful, mostly in pastel shades, but will not be to everyone's taste. And once again there are echoes of other poets – children. "My Dad's Bigger than your Dad" and Gregory Hopton, whose poem about the head who does not want to go to school is superior to that offered here.

## Short story selection

# Transforming the past

STEPHEN CORRIN

**A Few Fair Days.** By Jane Gardam. Julia MacRae £7.95. 0 86203 302 0.

**Josie and Grandpa.** By Jo Darke. Illustrated by Susan Williams. Marilyn Malin Books in association with André Deutsch. £5.50. 0 233 98057 1.

**The Enchanted World.** By Amabel Williams-Elitis. Illustrated by Mollie Kemp. Hodder and Stoughton £9.95. 0 340 37603 1.

**Fighting in Break and other stories.** Edited by Barbara Ireson. Illustrated by Susan Hallard. Faber £6.95. 0 571 14623 6.

Do we tend to glamorize our childhood days and create melodramas out of trivial incidents? Yes of course we do, and it's as pleasant a way of passing the time as anything else. Jane Gardam has managed to transform this pastime into an art, not just an art form. Jo Darke does it less professionally, less sophisticatedly, though still most attractively.

Each episode in *A Few Fair Days* (a welcome re-issue – first published by Hamish Hamilton in 1971) is a cameo of days gone by and would make riveting television – an added joy to the delight one gets from simply reading the book. Character portrayals are dazzlingly vivid, especially those of her aunts. And it's nearly all hilarious. "The reasons are called Physics," said her father in the voice of a schoolmaster, explaining to his thirty-year-old daughter why a ship has run aground on the sands; which becomes funnier when matter-of-fact Lucy regurgitates all this, soberly and verbatim, to her aunts. In "Zoroaster" Jane Gardam realistically identifies a baffling poem. "Mr Crossley's Wig" reveals her finely-tuned understanding

of the social oddball. Mrs Gardam's nostalgia is kaleidoscopic, impressionistic, coolly unsentimental and critical. She is completely original and endowed with an intense sense of the curious.

One should not be deceived by the unpromisingly simple first chapter of Jo Darke's autobiographical narrative sketches, inspired by her own early life spent on the picturesque Cornish beaches. The reader is soon captivated by the feebly touching picture of the developing relationship between grandfather and grand-daughter – a very private, possessive relationship. Each episode describes an encounter with her grandparents, who live only a walking distance from her own home. But it is with her grandpa that the most memorable "adventures" are concerned and every single line is redolent of the glorious scents and sounds of Cornwall's richly wild-flowered seaways. How remote Josie's playthings seem compared with the over-lavish choice of gimmicky electronic "toys" on offer today. It's a shame that Miss Darke feels obliged to interpolate "in those days" so frequently. The narrative speaks, most eloquently, for itself – no need for reminders, they abound.

In the last year of her long and fruitful life Amabel Williams-Elitis collected a treasury of fascinating tales from all over the wide world. The result is an enchanting compilation, with the luxury of the most stunning and elaborate illustrations (often spread over a double page) ever to grace an anthology of folk and fairy tales – a sumptuous gift for any young person or grown-up and, considering

the high standard and attractiveness of production, it is not expensive. True that many of these stories have been included in previous Williams-Elitis collections, yet the diversity of nationalities plus the variety of moods will guarantee there will not be a dull moment from cover to cover. A brief note about its provenance and character is given at the conclusion of each tale and one, "Johnny Cake" (British) is supplemented by useful advice to the reader-aloud on how to dramatize the telling – sufficiently indeed to make her or his listeners jump! "The Master Thief" (from Germany) will prove a real thriller to most youngsters, while "Anansi and Mrs Dove", one of the diverting famous Anansi myths, was told to the author during her journey in the West Indies and is printed exactly as told. The anthology ends with "Tom Titt Tot", a Suffolk version of the ever popular *Rumpelstiltskin*.

Starting promisingly enough with a couple of very believable contributions, *Fighting in Break* is a disappointingly uneven selection from that veteran hunter of story and verse, Barbara Ireson. George Layton's "The Balachava Story" and "The Diner-Lady Who Made Magic" by Dorothy Edwards are both so skilfully narrated that one overlooks the simplicity – or even absence – of plot, and most boys will identify with the characters in René Goscinny's "Fighting in Break".

Susan Shreve ventures to throw a moral into her "Cheating" and Margaret Joy provides felicitous ideas for Halloween Night. But as for the rest, they come across as dull or quite unfunny, with the exception, of course, of Mrs Ireson's own contribution, "Marmaduke", which seems just right for the very young, wide-eyed innocent.

## Round the U bend

**Tea Leaf on the Roof.** By Jean Ure. Blackie £6.95. 0 216 92112 0.

**Jacob Two-Two and the Dinosaur.** By Mordecai Richler. Deutsch £5.95. 0 233 98081 4.

**A House Inside Out.** By Penelope Lively. Deutsch £5.95. 0 233 981 675.



From: A House Inside Out

William, the hero of *Tea Leaf on the Roof* is the son of a Justin Case, famous author of mystery stories for children – the kind in which groups of eager youngsters solve crimes which have baffled the finest brains in CID. The stories fill William with scorn. Life after all, he thinks, is simply not like that. Any group of kids really attempting to get to grips with a mystery would surely be met with a cry of: "You shove off you kids or I'll have the law on you!"

You start to get the feeling that Jean Ure is of a similar mind. Her setting after all, is Tottiscombe Terrace, a place whence black families go to church in a blue Transit bus, and where there is a man called Chalky, the owner of a pink but rusty Ford Thunderbird. Here is an author, you feel, who is trying to be to Blyton and Ransome what Fluck and Law are to Annette Mills. But stay! Read on, and behold she shows you a mystery after all. Some lead is half inched by a tea leaf, and for William and his friends the game is suddenly afoot! (Rhyming slang, I should say, a feature of this book, though Jean Ure eschews the ripest and funniest examples.) This is a good lively read.

I am less convinced, though, of the liveliness of Mordecai Richler's story. For one thing it is about an errant and anachronistic dinosaur, which story device is by now itself due to be propped up by iron bars in a museum. However, as dinosaurs go, this is a not interesting one. It takes to the Canadian countryside in the company of his young friend Jacob Two-Two.

Penelope Lively's stories about hidden life in a house are enchanting. There is Willie, the terrier, and three families of mice, to say nothing of Nat, a particularly rebellious woodlouse. Nat meets a spider one day. "... life gets tedious. One builds webs. One lights. One eats fly. What's the point of it all, I sometimes wonder."

The Penelope Lively's tenuous grasp of the principles of plumbing, which lead her to base one story on the impossible premise that a small creature can climb up the bath waste pipe from outlet to plug hole. What of the U-bend, Miss Lively, I ask, smirking? You are not, are you, one of those who believes that this is the route by which spiders get into the bath? In my experience, people who believe this also believe in homeopathy and telekinesis. Plumbing apart, this is an excellent collection of bite-sized related stories, redolent with originality and beautifully told.

Gerald Haigh

## Fame and other follies

**Dream House.** By Jan Mark. Viking/Kestrel £6.95. 0 670 80189 5.

Once again Jan Mark mines a comic seam with flair and precision and provides plenty of challenge. *Dream House* is an exuberant exploration of the relationships between three girls who are brought together by circumstances rather than by choice, with particular focus on the private fantasies which motivate their attractions and antagonisms.

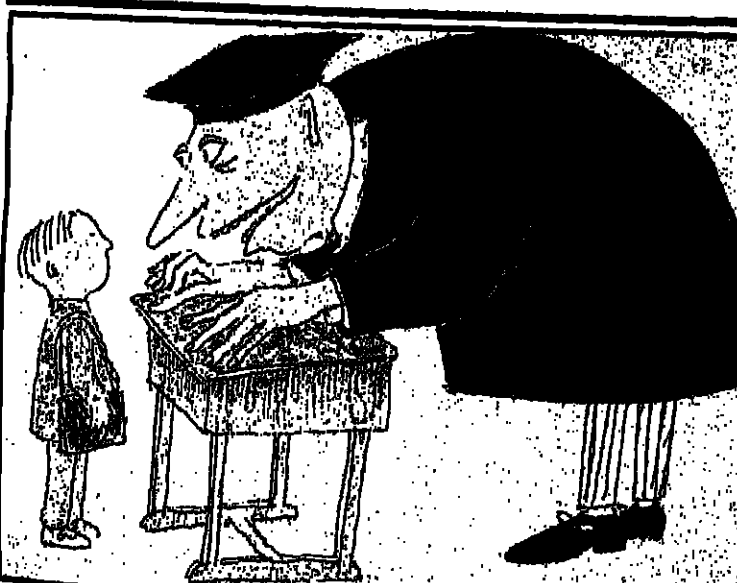
West Stanning Manor stands deep in the Kentish countryside on the same foundations as a house mentioned in the Domesday Book. Thatched, beamed, mullioned and generally picturesque, it is now used as a residential course centre. Because her mother is employed in its office, Hannah has

access to it, and the manor becomes a symbol of the secret worlds of her imagination, the "house of a thousand storybooks", of concealed passages, hidden treasures, and so on.

Dina dreams of fame. She is a celebrity scalp-hunter, who cultivates Hannah's friendship in the hope of insinuating herself into the manor because its classes are sometimes tutored by luminaries from the worlds of art, literature and – best of all – TV soap opera! Both she and Hannah get more than they bargain for when Hannah the dreadfully demanding spoiled daughter of a famous television actor, insists on accompanying him when he gives a course at the manor. Hannah feels superior to the wimpish Dina; Dina rather forlornly sucks up to Julia; and Julia arrogantly expects to manipulate everyone.

Jan Mark's sense of timing and gift for comic situation crackle with almost theatrical effectiveness in bizarre confrontations between the characters. Pomposity and exploitiveness are sharply registered, dissected and destroyed. Somewhere on the sidelines of the main action lurk Hannah's teenage sister Karen, permanently plugged in to her Walkman, and her younger brother Tom (whose particular secret fantasy is to bulldoze the heart of Kent and to "link the M2 with the A20"). Out of these absurdities there eventually arises a real friendship between Hannah and Dina, triggered off by the catalytic awfulness of Julia. Even prococious monsters, apparently, have their place in Jan Mark's scheme of things!

Mary Cadogan



John Patrick Norman McHennessy – always late

## Ingenious excuses

Excuses prompt, in daily life, the greatest feats of imagination that most of us contrive – but are they always excuses? Consider the books below. The title of John Burningham's *John Patrick Norman McHennessy – the Boy Who Was Always Late* (Cape £5.95) may cause listing problems, but each day itself is a triumph at any level. Each day as the mild little lad journeys to school he is held by such obstacles as a crocodile, a lion, Time and time again he has to write out lines – a hundred times, "I must not tell lies". (Some are used, as endpaper.) But when Sir is held on the roof by a huge gorilla, John P can safely tell him that the episode isn't true. Large print, superb design, and an absolute masterpiece of Burningham text and pictures.

Oddly, a second book, Swiss-based, has a similar theme: Sebastian is Always Late by Anne-Marie Chapouton and Chantal Van den Bergh (North-South £6.95). "On Friday Miss Jessy said, 'Why, Sebastian, this is the first day this week that you haven't been late. What happened?' It seems that every other day he took a different route, on a shooting star, under the sea, this, and that, 'But today I walked.' His excuses sound more

dubious than John P's, but the book has a curious charm and kindness. The old-fashioned spacious classroom, each child distinct, at once attracts the mind; you might be there.

Strange that there should be so few books about the non-returning of library issues. Well, here is one. *Sorry Miss Polly*, by Jo Furtado and Frederic Joes (Andersen £5.95). Every month the boy relates a wilder and wilder tale of what has befallen the book. The teacher's kindly patience turns into wildness too. But all comes right in the end. Children will relish the theme, and no doubt the manic pictures, but they had better not try the same formula.

Naomi Lewis

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EXTRA

## Poetry written 'for children' can disappoint Something to chew on

CHARLES CAUSLEY

Something I Remember. Selected poems by Eleanor Farjeon. Edited by Anne Harvey. Illustrated by Alan Marks. Blackie £8.95. 0 216 92272 0.  
Witch Words. Edited by Robert Fisher. Illustrated by Shirley Felts. Faber £5.95. 0 571 14559 0.  
Rattling in the Wind. Selected by Jill Heylen and Celia Jellett. Illustrated by Maire Smith. Cambridge University Press £9.95. 0 521 35160 X.  
Island of the Children. Compiled by Angela Huth. Illustrated by Jane Ray. Orchard Books £8.95. 1 85213 0628.  
Words on Water. Illustrated by William Geldart. Viking Kestrel £6.95. 0 670 81745 7.

How may a poet best set about writing poems "for children"? Perhaps by concentrating first on trying to write a poem, and deciding afterwards on the likelihood of its being a good "children's" poem is surely that it should work equally well for the child as the adult.

It is this sense of poems written specifically "for" children that most disappoints in *Something I Remember*. Anne Harvey's selection from Eleanor Farjeon's massive output. These musical, largely cosy and reassuring verses are as instantly satisfying as Melba cake or ice-cream, but provide little for the imaginative and speculative juices to work on. When a poem of real substance breaks through, the result is a triumph of gristle over sweetener, as with "Never" (*Never* waited the wind, / *Never* croaked the crow. *Never* to be married, / Oh, oh, oh!) or the haunting "Three Miles to Penn" (*Today I walked three miles to Penn / With an uneasy mind. / The sun shone like a frozen eye, / A light that had gone blind.*)

A thematic selection of poems of magic and mystery reads a well-worn

terrain, but in *Witch Words* Robert Fisher uncovers many verses less well-known than they might be: notably by Norah Hussey, Olive Duce and Edward Lowbury, as well as Ian Serrailier's marvellous spell to be said to a balloon being blown up. Interestingly, there are a number of "new" names among the writers here, though not all their work survives bomb-blast from some wonderful pieces by Ben Jonson, Thomas Middleton and Spenser, written in a world where a belief in witchcraft was anything but a joke.

A note of primitive magic and spell also sounds in the pages of *Rattling in the Wind*, a second anthology of Australian poetry edited by Jill Heylen and Celia Jellett. This is a splendidly satisfying follow-up to their excellent *Someone is Flying Balloons*. The poems evoke most tellingly a sense of place: the varied ambiances of a vast, mysterious and ancient country. A whole range of Australia's finest poets is represented here, including Randolph Stow, Wallace Crabbe, Judith Wright, Henry Lawson and Kath Walker. There seems to me no finer corrective to the ghastly Australian stereotyping represented by (say) the Crocodile Dundee of this world than such a work as Les A Murray's "Rainwater Tank". Roland Robinson's superb re-telling of "Captain Cook" as related by Percy Mumbulla, Billy Marshall-Stonking's "Inside", and the untitled poem by Bill Neidjie: "This earth... / I never damage, / I look after. / Fire is nothing, / Just clean up. / When you burn, / New grass coming up." Maire Smith's colour illustrations are as clear and sharp as the painterly light of Australia itself. As a contributor, I declare an interest in *Island of the Children*. Angela

Huth, gravelled for new poems to entertain a young child, wrote to 10 poets and a few fringe-operators who do not earn their living by poetry. "Who does?" I ask myself. Here is an anthology of totally new and brilliant unpublished work, including poems by Alan Ross, George Mackay Brown, Joan Aiken, Ted Hughes, James Berry, Kingsley Amis and especially Seamus Heaney that ring like bells. Heaney's "Catherine's Poem" is worth the price of the book alone, and I particularly enjoyed "Zero Watts" (*How to Get an Idea: / Stand quietly under a dictionary, / Stick out your tongue and say: "Ah!" / or / Put an empty picture frame on the wall and wait.*)

The general theme of the poem in *Words on Water* was provided by the organizers of the Young Observer National Children's Poetry Competition in 1986, sponsored by the Water Authorities Association. Seven or three thousand poems were submitted, and this neat and pocket-sized anthology prints the 86 winning entries. "A poem on water? / It's all been done before," writes Julian Ikin. Maybe, but the variety of response here still has to be seen to be believed. Most of the poems, inevitably, as a free verse, but Jonathan Wren (11) has a memorable and beautiful, almost lyrical lyric with "Water", and Davies (16) a nicely unpretentious laconic way with his "Rain Stopped Play".

As usual, many bull's-eyes are scored by the youngest competitors, as with Amit Kochhar (9) and "Nobody's tears are just like mine", or (to change key) a two-liner by Anna Chao (5): "Sug sug buggly dug / Goes the water in the plug." Generally, this is the sort of salutary material, high-proof, that very properly daunts the adult poet who is earning a living by writing the stuff or not.

## Beyond understanding

The Tale of Sir Gawain. By Neil Philip. Illustrated by Charles Keppeler. Lutterworth Press £6.95. 0 7188 2670 1.  
The Blennyah Stories. By William Mayne. Illustrated by Juan Wijngaard. Walker Books £14.95. 0 7445 0 607 7.

Sir Gawain of Orkney lies dying in France. He has been mortally wounded by Launcelot. In his last agonies he tells his page, Niall son of Eian, of the rise and fall of King Arthur's court and of his own part in the adventures of the Round Table. Neil Philip, best known as the general editor of the Penguin folklore library, uses this device in order to present the familiar stories of Arthurian romance in a way that gives them an immediate humanity without destroying anything of their remote mystery.

His knights and ladies are real people, whose courage is tested as much by their own greedy jealousy as by the magical powers of their assailants. This careful, delicate balance is particularly apparent in the recounting of Gawain's own adventure: his marriage to the bewitched and beautiful princess, who rode into Camelot in the shape of a fearful hag; and his encounter with the fearsome Green Knight. Indeed, I had not thought it was possible for anyone to give a fresh twist to that story. It is a measure of his achievement that Neil Philip can do so, never shying away from the guilt of Gawain's predicament or the curiously benign menace of the beheaded knight.

Throughout the book, no explanations or interpretations are offered. Gawain is content to say of the quest of the Holy Grail and the knights' encounters with the malmed king: "I never understood half of it. I don't believe Perceval did either." This realization that no literal understanding of these tales is possible enables the reader to respond fully to their alien world. Such a response is enhanced by

the unearthly power of Charles Keppeler's black and white illustrations, whose strength conveys a desperate tenderness.

A totally different aspect of medieval fantasy is expressed in the lavishly grotesque colour plates and witty margin sketches devised by Juan Wijngaard to accompany William Mayne's *Blennyah* stories. The book is a series of sketches for the quill, the pen and the penicillin. The whole of this book is as surreal as the artefacts it celebrates for the Blennyahs are weird headless beings whose faces are incorporated in their torsos. They work invisibly, talking, cryptically among themselves as they make their beautiful and curious carvings in which a mermaid appears alongside Noah's ark, a unicorn is as acceptable as a wild boar or a hare, and the Archangel Michael has to rescue his cherubs from a gyphon.

One creature, Ruffin, leaps out of a knot in the wood with no help from carving hands. He is a pointed little demon, causing havoc to Blennyahs and monks alike, until, from the last misericord to be made, the Christ child smiles and touches him. Before that happens he is beset by his badness. Not content with nipping the noses in which stone effigies, he plays tricks on Tybert, the Prior's cat, causing him to be sheared with the sheep; and using hair for a bagpipe at the midsummer festival of Barnaby Bright.

This medieval year passes by in twelve fits, ruled by the seasonal feast of the month, a vital amalgam of the Christian and pagan calendars bound together by William Mayne's own interpretations of the folklore of the farming year. As the year turns, the carved creatures take on their own lives, drawing the monks, and the invisible faculty of Blennyahs together in a series of adventures, chronicled by the cryptic immediacy of an Anglo-Saxon scribe.

Shirley Toulson

## House of mysteries

Moonball. By Helen Cresswell. Moorland. By Helen Cresswell. Faber £6.95. 0 571 14805 0.

What time does a sundial tell by night? Moonlight, of course. This simple device is the pivot for Helen Cresswell's new ghost story, *Like The Secret World of Polly Flint*, this book will be televised and Cresswell has moved us more easily realizable kind of writing. Special effects will be needed - spooky ones too - but she has left behind the wildly improbable world of *The Pienmakers and Bungleweed*.

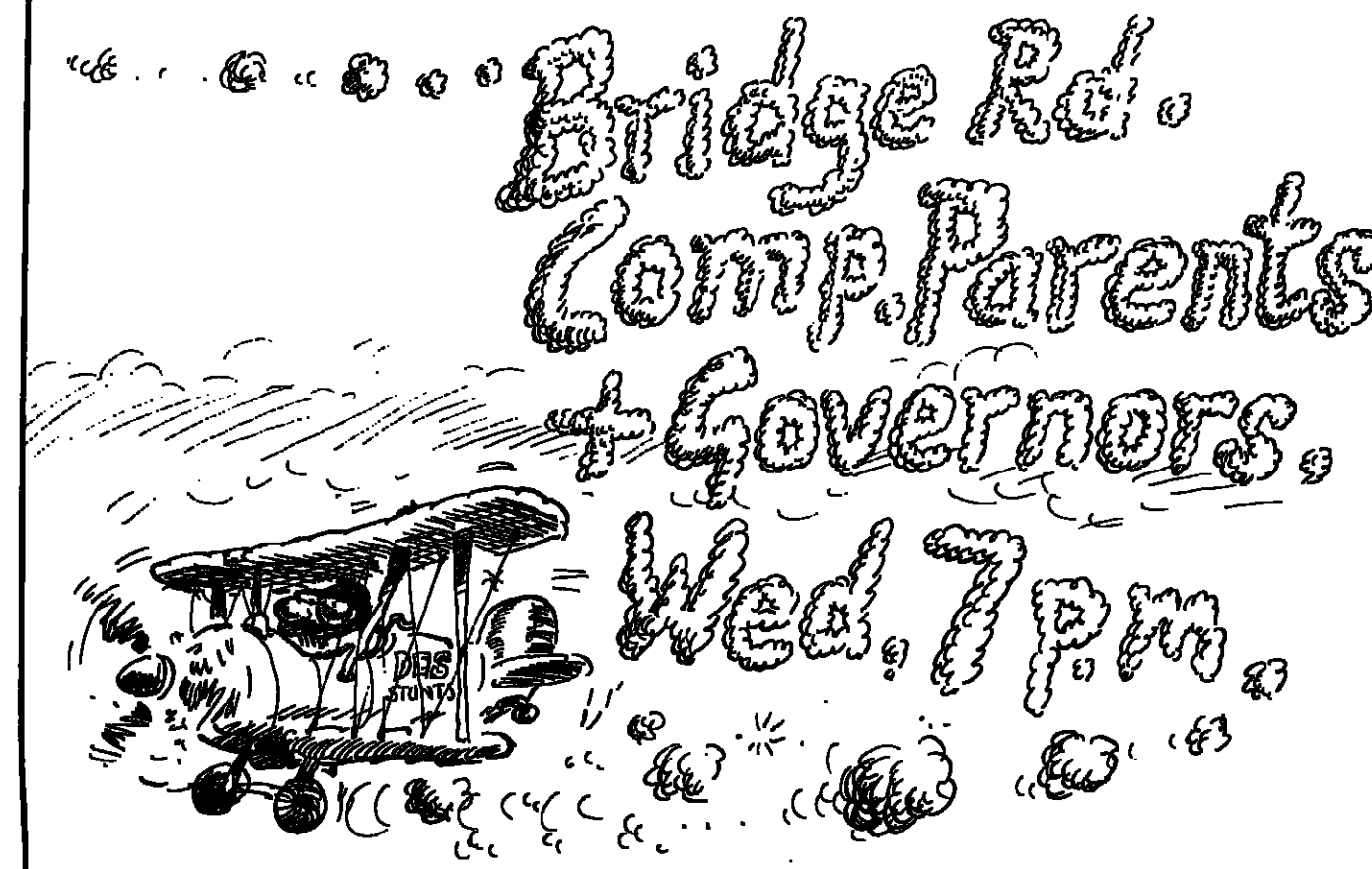
Minty Cane's father is dead and a lot of the story she is afraid that her mother is going to die too and leave her an orphan - "a word she had never heard off as it were a ghostly black cat." Staying with her grandmother just outside the stately home of Belton House, Minty uses her psychic powers to meet some of its earlier inhabitants: children trapped by different kinds of cruelty. The servant boy Tom is Victorian, but the girl Sarah comes from a century before. The risks Minty takes to see them also help to bring her mother back from her post-car crash coma, which is another kind of moonlight. The necessary villain is the middle-aged ghostbuster or a sinister time traveller bent to get Minty and the others? Give you one guess.

It's an effective novel with memorable moments, but too many loose ends. If consumptive Tom is a ghost, he must have died as a child, which seems likely. If a time traveller he might have grown into the giant footman hinted at in the home's history. A child is missing from a family portrait. Is it poor disfigured Sarah? But that could not be remembered by even an elderly man's grandfather. It is fine to be left with questions at the end of a read, but I wish I'd been sure that this excellent and experienced writer really had the answers.

Mary Hoffman

THE TIMES EDUCATIONAL SUPPLEMENT 27.11.87

# Governors & Governing



## NON-EVENT OF THE YEAR?

Ted Wragg gives advice on how to organize a successful and well attended annual meeting

The requirement that there should be an annual report to parents and a meeting at which they and the school governing body can discuss progress and even pass resolutions, has generally produced a poor response first time round. Local and national newspapers have gleefully recounted tales of schools where a handful of parents assembled in an almost empty hall for the non-event of the year.

Two governors from two different secondary schools in the same city were overheard comparing experiences. "We were a bit disappointed at our school," the first one observed, "when only twenty parents turned up. But we decided that most had stayed away because they must be satisfied with what the school is doing." The second governor mused for a moment, and then said, "What a relief. Our parents must be twice as satisfied because only ten showed up."

A few years ago I interviewed over 100 parents as part of a research project looking at parents' attitudes to their children's schooling. Contrary to popular folklore, which holds that many parents are not interested in education, we found great interest but considerable ignorance about how education worked. We also discovered why parents did or did not go to events at the school in both rural and urban areas. Governors hoping to increase next year's audience may well find that what our sample of parents reported still applies today.

The first problem was delivery of the message. Most schools gave pupils envelopes containing information about parents' meetings. Some letters never arrived, others were still on the mantelpiece unopened when we called to interview the family. Some parents told us that the suggested time was not convenient. This was a particular problem for one parent families, those with babies or elderly relatives to look after, shift workers, especially those who worked afternoons or nights, and parents in rural areas who had no regular bus service.

The second and very clear message is that, with at least four channels of television to choose from, an evening event needs to be either important, on a topic such as transfer to secondary schools, subject choices or examination entries, or attractive, preferably involving the children, as in the case of a concert, prize-giving, fête or sports event. What parents did not welcome was sitting on chairs for 1½ hours listening to a harangue from the head or some other figure.

Two neighbouring primary schools illustrated this point very well. One arranged a talk by the head on "New mathematics". Few parents appeared. A nearby school with a similar catchment area held one evening on "Junior School Science" at which the parents were invited to do the actual experiments their children had performed in class that day, and another which involved children giving a demonstration of drama and oral English work. Both evenings were packed.

The message seems to be clear. If governors' annual meetings are seen as a purely bureaucratic event, an occasion when the most articulate make speeches in response to a few sheets of A4 typescript comprising the annual report, then only masochists and those with a gripe to air will bother to turn up. On the other hand if the annual meeting is part of a fuller evening, with a social event perhaps, or with children displaying their work or participating in some way, then far more parents will be interested.

In addition, thought needs to be given to the actual form of the report. Much of it may be factual, but governors who value parents' opinions might consider adding such elements as questions ("We are thinking of changing the policy on school uniforms because many parents have complained about the high cost. Would parents like no change, a cheaper and simpler form of uniform, or no uniform at all?" or opportunities to sample the school curriculum ("The school is introducing a new health education programme next year so parents will have a chance to see the two videos on drug and solvent abuse which will be used with fourth year pupils").

The event should also give governors a chance to talk to parents informally as well as formally during the meeting. Some parents feel more at ease talking about the school to a lay person like themselves than to a senior professional. One governing body a few years ago decided to visit the homes of new parents to see if they had any problems. It turned out many poorer parents wanted the opportunity to buy good quality second hand sports clothing and uniforms but had not ventured to tell the teaching staff. The school was able to arrange a successful jumble sale as a result.

Oh, and one final point. Avoid scheduling your meeting against *East Enders*. If ITV can't beat them you have no chance, even if the chairman can do a decent Max Bygraves impersonation.

- ☐ Curriculum: legal obligations **Week 1**
- ☐ Governors & the Education Acts
- ☐ Scotland
- ☐ Ted Wragg's comment
- ☐ Fact file
- ☐ Curriculum context **Week 2**
- ☐ Police
- ☐ Sex education
- ☐ On being a governor
- ☐ Case study
- ☐ Ted Wragg ☐ Fact file
- ☐ Pupil discipline: do's and don'ts **Week 3**
- ☐ Staff: appointments, disappointments
- ☐ Case study ☐ Ted Wragg
- ☐ A governor's view
- ☐ Ethnic & parent governors **Week 4**
- ☐ Relationships
- ☐ Welsh woes
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file
- ☐ Finance **Week 5**
- ☐ Voluntary aided schools
- ☐ Local financial management
- ☐ Case study ☐ Fact file
- ☐ Ted Wragg
- ☐ Annual meetings **Week 6**
- ☐ Opting out
- ☐ Letter to a new parent governor
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file
- ☐ Examinations **Week 7**
- ☐ Training: a governor's needs
- ☐ Responding to change
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file
- ☐ Teacher appraisal **Week 8**
- ☐ Primary matters
- ☐ Future developments
- ☐ Case study
- ☐ End of term exam

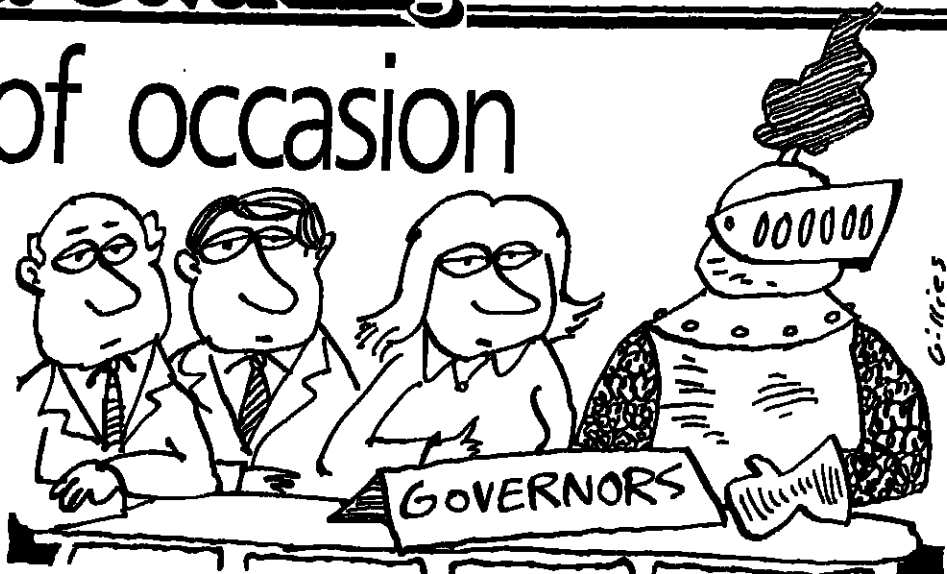
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## A sense of occasion

## ANNUAL MEETING

**Julian Pykett** provides a step-by-step guide to the preparation of the annual report and parents' meeting.



The 1986 Education Act included for the first time a provision making it the duty of every school governing body to organize an annual meeting for parents. The principle behind this novel idea is simple, but important. Each school's governors are responsible for the custodianship of the school on behalf of the local education authority (and also the voluntary body in the case of voluntary schools). As such they are accountable to the parents of the children attending the school. Governors must also produce an annual report for all the school's parents, and the annual meeting should be an occasion when parents may question and discuss with governors the contents of the report and other aspects of the school's work and role in the local community.

The first of these annual meetings were held in schools throughout the country between January and July. Regrettably, attendance was poor. While there were some exceptions, experience generally shows that the meetings did not attract the attention they expected or deserved.

The second round of annual meetings must be held in all our schools during the current school year. How can all governors, new and experienced, work together to promote annual meetings that are interesting, worthwhile occasions attracting the majority of parents?

## Four points to think about

First of all, think carefully about the proposed date of the meeting. There can be constraining factors, such as the availability of the clerk to the governing body. None the less do your best to choose a good date.

Second, it is very important for each governing body to formulate a clear policy on the preparation of the annual report. Who is going to write it? Is it the job of the chair of governors, with assistance from the head-teacher? Or are individual governors with specific interests to prepare a section of the report and then either the whole governing body or a sub-committee edit and collate the various sections? There is no standard answer to these questions. It is for each governing body to decide for itself. The one great thing to remember is that unless initiative is shown, the report will not just evolve by spontaneous combustion. The more attractively written the report, the more parents are likely to want to come and discuss it at the annual meeting.

Third, once the report is prepared, try to ensure that it is sent to the parents with an invitation to the annual meeting addressed in such a way as to appear interesting. Don't let the invitation appear too legalistic or bureaucratic. There must be a formal agenda, and a note to the effect that in order to pass a formal resolution the number of parents present must be at least 20 per cent of the number of pupils, but don't allow these points to dominate the front page of the papers sent to parents. A personal invitation from the chair of governors in straightforward language is better. Think very positively about combining the meeting with some other event at the school. It is important that the separate integrity of the annual meeting is not lost, but with careful organization there is no reason why it should be.

Fourth, when planning the invitation and the arrangements for the meeting, try to remember that many parents have little or no knowledge of the identity, purpose and role of the governors. The government is not only increasing rapidly the responsibilities of governors, but is placing more emphasis on the involvement of parents on governing bodies. All governing bodies are shortly to have more elected parents. Use the annual meeting to promote this point, and to explain to parents the reasons for the existence of the governing body, rather than repeating information already in front of them in the report.

## Prepare for the meeting

It is important all governors prepare carefully for the meeting. Many governors have been unnecessarily nervous about meetings, and some express the hope that not many parents will turn up. This is hardly in the best interests of children whose parents are eligible to attend. The preparedness of the governors should reveal to the parents a high level of interest in "their" school. It is now incumbent on every local education authority to provide training or guidance for all school governors.

This is not always easy for authorities, given the very large numbers of governors, and their relatively rapid turnover. In Cornwall, along with many other counties, we have the added difficulty of rural areas where geographical distance does not make arrangements easy. None the less the interested school governor will be prepared to travel to training sessions. The extent to which they have improved their knowledge of the authority's policies and education in general may be highly relevant at the annual meeting.

Many governing bodies are committed to specific policies in order best to fulfil their custodianship of the school. Some governors may concern themselves mostly with finance, some with the buildings, others with the curriculum. All should be involved from time to time with staff appointments, both teaching and non-teaching. Given these varying skills, work out prior to the annual meeting who is best fitted to answer the questions most likely to arise. A particular burden falls on the chair but if he or she knows fellow governors well and they have combined into an integrated group, there should be no problem. It is important that all governors are given a chance to contribute to the meeting. Ensure at the start that everyone knows exactly who all the governors are. This is particularly important in a large school - in a small village school, often everybody at the meeting knows everyone else.

## The annual report

The annual report, and therefore the meeting, should refer especially to certain matters. Parents are likely to be particularly interested in the curriculum, both the teaching and the hidden curriculum. All governors should ensure a good working knowledge of the school's curriculum and how it fits both into national and authority guidelines. It is important governors remind themselves of this prior to the meeting. It will not look satisfactory to the parents if every question on the curriculum is diverted to the head or teachers who may happen to be present. Be especially prepared for questions on areas of the curriculum which might be perceived as tendentious. Health and sex education and religious education come to mind particularly, but so do primary school issues such as reading and mathematics schemes and primary science.

In secondary schools the massive changes in teaching method created by the introduction of GCSE are likely to be questioned, as are the introduction and extension to all schools of TVET and CPVE to the curriculum. In secondary schools examination results may be an area of questioning. Governors should ensure they have full knowledge of how the school's examination results are presented and the basis of examination results can lead to very wrong conclusions being drawn about the performance of neighbouring schools. Governors should be well-briefed in this vital area.

Parents may be interested in the pastoral organization of the school. Again, the governors should ensure that they know exactly how this is approached. Does the school operate on a form tutor basis or is it organized in mixed-ability or streamed groups? In a small rural school how is the problem of a wide-

age-range in the care of a single teacher faced? The experienced governor, committed to his or her role will know the answer; the new governor should be equally certain.

## The school's finances

Governors need to be well-versed in the resourcing of the school. The financial statements with which authorities must shortly provide each governing body are vital. It is not the duty of governors merely to obtain everything they can from their I.E.A. in blind oblivion of other schools in the authority. It is, however, their duty to ensure that the school is equitably treated. The greater part of the costs of any school is staff salaries. Governors should know the authority's policy on pupil-teacher ratios and class size as well as on capitation per pupil. If the school is involved in some particular development, such as Local Financial Management, the governors will already know much of the effect this is having on its operation. They should be well-placed to discuss all of these matters with parents who ask questions.

When I attended the annual meeting at the school my son attends, I asked whether the governors were satisfied with the level of teaching staff provided by the authority, which was a bit cheeky as all the governors knew I was the officer responsible for controlling staffing establishments in schools, but at least it produced a lively discussion about the whole problem of I.E.A. financing and resource levels, which I hope was informative and helpful to other parents present.

A point of potential difficulty at the annual meetings and one for which governors should be prepared concerns the perceived quality of the school. It is naïve for any governor to imagine that these important meetings will not occasionally generate some embarrassments. The chair in particular should be ready to deal sensitively with questions about teaching performance. Clearly unless these are very general, the questioner should be gently advised that individual areas of concern be raised privately. These meetings must not be catalysts for confrontation, nor yet so bland as to be boring and unattractive to parents who may not then attend again.

Can 'resolutions' be critical? If there is the necessary quorum, it is important to ensure any resolutions passed for onward transmission to the Authority are sensibly framed. This is not to say they should be uncritical. Demands for increased resources, improved facilities and additional building work, are all quite appropriate, though governors should not appear to promise improvements they know neither themselves nor the authority can deliver.

Governors of voluntary schools (usually, but not exclusively, church schools) should ensure they are well-briefed on the dual financing system which applies to such schools, especially where buildings and maintenance are concerned. Parents of children in voluntary schools are unlikely to be experts in these distinctions, but it is important for governors to be able to articulate to the parents the particular facets of the operation of a voluntary school, as well as having a feel for its special ethos.

It is to be hoped that all governors throughout the country will adopt a positive approach to annual meetings. Let it be their aim to seek a high attendance, and to make the meetings as interesting and informative as possible. Then I am sure that gradually the value of attendance will dawn on all parents, and the vital partnership between schools and parents will be enhanced. The governors' annual meetings should be one way in which our school system may continue to grow and develop.

Julian Pykett is an assistant education officer in Cornwall.

## QUESTION &amp; ANSWER

As a teacher governor, I am told that I may not take part in appointments meetings. Is this right? The intentions of the Acts are quite clear. All governors are equal, once appointed or elected to the governing body, and all have the same rights and duties. The only exception to this rule is that an employee of the I.E.A. may not be the chairperson of the governing body.

Teachers are subject to the same rules about conflict of interest that apply to other governors. In particular, they may not take part in appointment procedures if their own promotion prospects could be directly affected by the appointment. Otherwise, the DES have always held that no governor could be excluded from any activity of the governing body simply because they were teachers or parents.

Despite all this a recent legal case ruled that a school's Articles of Government which excluded the teacher governor from appointments meetings for staff senior to his or her own post, were not illegal. In future, however, the 1986 Act's regulations will make it quite clear that such discrimination is not permitted. All governing bodies will then have the right to decide who should take part in the selection and interviewing of staff.



**Q:** For our last governors' meeting we received a very interesting paper from the teacher in charge of provision for children with special needs, but the teacher himself was not present. The head explained that she did not think it was fair to expect staff to attend evening meetings when they had a long journey home. So she presented the report herself.

I happened to meet the teacher concerned the next day, and he told me that he thought it was very unfair of the governors to discuss his report without inviting him to attend. He would have liked to explain to the governors why special needs should have more resources. He was very angry, and I wonder what to do about this.

**A:** This is a good example of the way in which poor communications can upset relationships. Heads will often say that it is rather an ordeal for young teachers to stand up in front of the governors to talk about their work. So she may just have been being over-protective. Another reason might be that she did not want to ask staff to give up extra free time (which might have to be counted against the "directed" time under the new pay deal).

It could be that she did not want a conflict of views on the allocation of resources to be revealed to the governors. There is a distinction between policy decisions that ought to be the concern of governors, and internal disputes relating to the head's management of the school, which are not. This is quite difficult to draw.

In this case, the tactful solution is to have a word with the Chair of governors, explaining what happened. The Chair can then suggest to the head that when reports are to be made to the governors, a formal invitation from the Chair can be given to the teacher concerned, while making it clear that there is no obligation to attend.

The Chair could also write to the aggrieved teacher, thanking him on behalf of the governors for his excellent report, and asking to come and see the work he is doing in the school.

Felicity Taylor

## OPTING OUT

**Elizabeth Monck** casts a critical eye over the process of becoming a grant maintained school

Now that the Education Bill has been published, it is too late for you to comment on the consultation paper on Grant Maintained Schools, published in July. Your responses had to be with the DES by 30 September. If you detect a note of exasperation in what follows it stems at least partly from this evidence of the Government's contempt for the views of parents and experienced governors of state schools.

Grant Maintained schools are those that will have chosen to "opt out" of local education authority control. The stated aims of this policy are to "increase the autonomy of schools and their responsiveness to parental wishes", reflecting the Government's desire to respond to "the numerous indications it has received that groups of parents want the responsibility of running their schools as individual institutions", and to "add a new and powerful dimension to the ability of parents to exercise choice within the publicly provided sector of education". The consultation paper stated (pretty hopefully, I feel) that "The greater diversity of provision... should enhance the prospect of improving education standards in all schools".

All these statements can be (and have been) challenged, based as they are on inaccurate perceptions about the effectiveness of existing governors in state schools and a striking lack of clarity in the paper itself about key issues. Just to take one example, there is nowhere even an attempt to define the concept of autonomy in the context of education. However, the Bill itself makes no concessions to criticisms of the opting-out proposals made during the consultations.

So what part will the governors play in the opting out process, the subsequent running of the school, and any later decisions to withdraw from GM status? It is plain that governors of these schools take on far greater responsibilities, and more work than they traditionally have in state schools. Don't say you haven't been warned.

## How to go about it?

At the moment only governors of secondary schools or primary schools with more than 300 pupils can apply. Later, GM status may be extended to smaller primaries. The essential constituents are as follows.

First, the governors have a meeting (and if they do not take the initiative, parents can force their hand: if at least a fifth of the parents want a proposal considered, the governors have to do so). At the governors' meeting "a simple majority" can decide to apply for GM status. Neither the paper nor the Bill makes plain whether this is a majority of governors, or of those present. Obviously this could be very important. The governors send their resolution to apply to the I.E.A., or to the trustees, if it is a voluntary school.

Next, the proposal is put to parents. This must be done by a secret ballot of parents, which it will be the responsibility of the governors to arrange, though they will be able to seek reimbursement of all or part of the costs from the Secretary of State. But who are the parents? This is not a silly question when many families are divided and re-constituted, and when the result is decided by "a simple majority of those voting". One parent, whether biological, foster, adoptive or step can decide the fate of the proposal at this stage. The Bill leaves it to the governors to decide who is a parent.

Third, governors have to publish their proposal, so that local electors, any trustees, the I.E.A. and governors of other schools can comment (note the absence of a need to consult staff). Who prepares or pays for this document? Later the Government will set up an Education Assets Board both to advise and maybe to do some of the administration.

## Opting for optimism



Fourth, the governors' proposal, with comments from other people, goes to the Secretary of State for Education who decides "yes" or "no".

If the school is in the middle of local plans for amalgamation, closure or change of character (like setting up a specialized unit within a mainstream school for pupils with special educational needs) then all such plans are frozen until the Secretary of State replies.

The Bill sets out a formidable list of items which governors must include in their proposals and, if the legislation is passed, there will be more detailed regulations to follow.

## Responsibilities and opportunities

If your application is successful, the composition, maybe the size, and the range of powers and responsibilities of the governing body change considerably. For example, you will be responsible for admissions (which only voluntary schools are at present); you will continue your responsibilities for the conduct of the school (including expulsions and suspensions), and for the curriculum. If the idea of controlling the curriculum excites you, don't forget the imminent arrival of the national curriculum, which will reduce the choices available to schools to a bare minimum, and tightly control the centrally decided part.

The instrument and articles of government issued by the Secretary of State will include details of the school's admissions policy, and the procedures for dealing with parents' complaints or appeals.

Despite your responsibility for admissions, on the surface you will not be able to make major changes. The admissions policy has to maintain the original character of the school. If your school was a comprehensive, it will remain so. It is not clear exactly how you will be required to ensure this. I am sure you will not be influenced in your admissions by the fact that, although you may not charge fees, you can accept voluntary donations.

You are expected to run the school "efficiently and, with the headteacher, to secure a high standard of provision". The consultation paper states that since "parents and the community will have a strong voice on the governing bodies... the government believes that they would use it to ensure an effective oversight of performance". Yes, indeed, but where has the Government been all this time: parents and members of the communities in inner London have been overseeing effectiveness for years, and seen schools improve as a result.

But we could always use the I.E.A.'s inspectors

rate, the administration and elected members to back us up or advise us. As a GM school governor, be warned, you will be expected to pay "outside consultants and higher education institutions, for example in relation to the curriculum" to do this for you, and be answerable to the Secretary of State for standards.

## Staffing your school

The staff will be transferred from the I.E.A. with their salaries and conditions of service equivalent to those they already enjoy. Thereafter the governors will decide staffing levels, and "the best mix of staff" and set up recruitment and appointment policies. You will decide which staff are to get the new incentive allowances (I.E.A.s will anyway be consulting governors). You can also pay your head, and deputies, more than the nationally agreed level for a school of your size. You will be responsible for the appraisal of your teachers, in-service training and induction courses for probationers.

If any member of staff doesn't want to transfer to the GM school, they stay in the I.E.A. employment, though their subsequent responsibilities seem minimal, to say the least.

## Money

The money to run the school will be the same as now, and as the other I.E.A. schools around you. The Secretary of State already requires I.E.A.s to provide for governors information on the school-based running costs of each school. Mr Baker intends to extend this requirement to cover the school's share of centrally provided services. The budget for a GM school has three elements: annual grants of school-based costs, and the costs of services, which would have been provided centrally (a library service, welfare or advisory services, supply cover for long-term absences, and salary payments); and specific grants from the DES.

If you are in a high-spending I.E.A. you may feel you would do well out of this. But the high spending will have no response to educational need or unavoidable costs (like higher local insurance or maintenance charges) so don't imagine that you will necessarily be able to save much.

You will be expected to pay for small repairs, but will be eligible for 100 per cent grants from the DES for capital building and equipment projects (this money is "found from the total available for such projects nationally", which sounds, as, though, other schools could

lose out). The I.E.A. will continue to be responsible for providing transport facilities, clothing grants and maintenance allowances: these schools - though free of any obligation to, or the control of the locally elected councillors - are still inside the state system in some very broad sense.

The ownership of the school buildings will be transferred to the governors (for aided and special agreement schools this would mean retaining the ownership). It is recognized that difficulties may arise as a result of this transfer of ownership, when there has been joint use of land, buildings or equipment. Any reduction in access to your school for youth work or adult education will affect your local population, and your reputation.

The governors will now also be responsible for school meals. You can call in private caterers or ask to re-join the I.E.A.'s service. You must make sure that pupils who would have been eligible for free meals in the I.E.A. schools, continue to get them.

Meanwhile, make sure some governors can read a balance sheet. The accounts have to be audited professionally and submitted by the school to governors and the DES.

## Opting out of opting out

This is not designed to be easy. You would be required to publish proposals, to which objections could be made, for approval by the Secretary of State. On the other hand, she may decide to terminate the status, on such grounds as falling rolls, the failure to deliver the national curriculum, or that the governors were incapable of effective financial management. You will be given notice of the intention to end your GM status, and a chance to mend your ways. If "general policy considerations" led the Secretary of State to close the school (as opposed to the inadequacies described above) then she expects to give five years notice.

## Advantages and disadvantages

So what, we might reasonably ask, are going to be the advantages for governors and schools? The answer, I believe, is few and wide of the mark if the aim is to raise standards. Control over 70 per cent of the curriculum is about to be taken out of the hands of I.E.A.s and schools alike; control over admissions may have some effects on standards, but only if governors "cheat" on the instruction to keep the character of their school the same; control over the budget and staffing will affect standards only in so far as the governors make decisions which are educationally better than they would have done while under I.E.A. control, with I.E.A. advice at their disposal. Saving time and the odd £30 on repairs won't affect under-achievement in the maths department.

When I was asked to review for a parents' magazine the now famous ILEA document, *Improving Secondary Schools* (usually called the Hargreaves Report), I had some grumbles about it, but the contrast between reading that constructive and realistic report and reading the paper by the DES is very striking. The hardest part is believing that they share the aim of raising standards. One was the product of months of work by professional educationists looking at the specific needs of inner London's schools. It looked squarely at the faults of the system, and suggested changes (not the same as solutions) which could improve pupils' achievements. Even Mr Baker has been influenced by its conclusions.

I do not believe that opting out solves any of the major difficulties facing schools at the moment. Grant-maintained status is a red herring, and governors would be well advised not to be caught by it.

By all means spend more time in your schools, get more involved in monitoring what is happening and in the important decisions about the staffing structure, be properly trained to select better staff more fairly, keep your ear close to the ground in your community so you know if the school is responsive to need, keep in close touch with other governing bodies, organize training for governors in your area; any of these will have a greater effect on the quality and responsiveness of the education offered in your school than trying to go it alone with Grant Maintained status.

Elizabeth Monck has been a governor of various ILEA schools. She is now an elected member of the ILEA.



## Illusion of power

### POLITICAL

**Val Arnold-Forster explains to new parent governors why most political appointees have never done much real governing**

#### Dear parent governor

Political governors are the common or garden ones - often referred to politely as lay governors, or local authority governors. And sometimes, when teachers or parents are cross, as those ignorant, interfering, nothing-to-do-with-school lot.

We're governors already, but do we, and can we, actually "govern" something as important as the nation's schools? We are a mixed bunch. Some arrive bursting with change, and then disappear, frustrated by a structure determined by law, educational practice and committee procedures. CV governors, who think that being a school governor is a career plus, don't last long either. And there are the old sweat, interminably intrigued by the puzzles within the educational system, addicted to committees and consultation documents and treated with care by officers - teachers often distrust them.

We're political appointees, of course - maybe as reward for devoted party service, more likely because we know Councillor Blogs, or the local party is desperate for governors. We may have been nominated by political parties, but we differ enormously in our political commitment. Some feel that their appointment is entirely to do with implementing party policy (not very useful when the debate is about the sifting of a new computer); others are shocked by any reference to political policy - especially if they see it

as conflicting with the immediate needs of the school. Most governors come with a vague sense of public duty, a feeling of support for some particular school and willingness to spend time (in strictly limited amounts). They're the ones who often stay - and are surprised to find that governors are not always as popular as they would wish.

Our backgrounds differ, too. Some may be parents, ex-parents, educational experts of various sorts; others may know nothing whatsoever about education, but for their own schooldays.

Usually it's been accepted that this variety benefits the school - the governor who can't tell his GCSEs from his CPVEs may be just the person to know about computer-siting. And a professional physicist doesn't need a close knowledge of the particular school to deal with a slack science department. But the very diversity of our backgrounds and commitment has meant that "governing", in the sense of ruling and making final decisions, is not what most governing bodies have done; managing, the term once used in primary schools, is closer to the mark - and then only sometimes.

We have the power of appointment; but are normally heavily influenced by the head and advisers. Only in rare and extreme cases can we fire, as well as hire. So far, the major problems of organization, of finance, of deployment of resources have been solved (or not) by the I.e.a. Active, well-connected governors may nag, plead and pressurize, but the big decisions are made elsewhere.

What about that curriculum responsibility? Ever since I've been a governor of local schools, I've tried to understand what "oversight of the conduct and curriculum" (the phrase used in the ILEA articles) means. Of course, it is important that such disciplinary procedures as suspensions are properly conducted and reasonable, and governing bodies are usually very careful in such matters. But it is difficult to have a general oversight of everything that happens in a school. It is hard enough to know the content of lessons, what teaching methods, books and equipment are used, what syllabus is used, and what exams are taken. The curriculum is constantly de-

veloping; it is, we are told, in part hidden and includes implementation of a full range of policies as well as the old classroom matters. It may be virtually impossible, even for the head, to know everything. Without that knowledge, does an understanding of "aims and objectives" mean much?

Parent and staff governors have their particular concerns and a more immediate knowledge of the school. Most political governors have a healthy respect for these colleagues, and are keen to hear their views. But political governors must also have met parents who represent only a tiny, if vocal minority; parents and staff who fear to argue with the head; teachers who see themselves as delegates, incapable of making a decision without taking a staffroom vote.

Parents and staff governors are accountable to a particular group; political governors have more complicated lines of responsibility. Some would say, grandly, we are accountable to the whole community; others would say to the pupils, and especially the potential future pupils; or to the political party that nominated us. Technically, of course, it is to the appointing body, the I.e.a.

I suspect it to be an amalgam of various responsibilities - and that, of course, makes it too easy to duck out of accountability entirely. Training courses for governors are becoming fashionable, especially with those who do the training. But even the most skillful mixed-ability teacher would blench at a bunch of political governors. The diversity of commitment and background makes training, as more than a voluntary talk-in, hard to devise.

So far, no one has worked out a substitute for knowledge of the school and system, good judgement and sharp ears and eyes.

These days, the chairman of a large school, especially at a time of change or particular pressure, may find it turning into a taxing part-time job; even the chairmanship of a small, unproblematic school is hard to fit into a busy, working life. Even for ordinary governors this is an increasingly complicated and time-consuming commitment - or a meaningless one if not done conscientiously. There are still plenty of governors who attend a minimum of meetings (and leave early too). Daytime meetings may be impossible; evenings may be taken up with other concerns. Nobody wants only the retired or well-to-do wives to sit on governing bodies - and that has been the situation in places.

An old education officer told me, years ago,

that the role of a governor (in the days when we all had political governors) was like Bagot's definition of the monarch's rights: "... to consider, to encourage and to warn ...". Then he was a wily old bird, and thought governors should be kept in their place.

By and large, that's what's happened: courteous officials and heads have given governors an illusion of power, and chances to exercise their powers as pressure groups or consultative bodies. But the power to "govern" is seldom grasped; it is exercised by the constraints of schooling (staffing, finances, intake, etc.) or pressing on and losing the confidence of staff, I.e.a. and colleagues. The Audit Committee on the troubles at William Tyndale School is still a classic text on school governance and what can go wrong.

So what is going to happen now? Is Mr. Barker able to summon up cohorts of keen governors ready and able to take much further responsibility? Certainly, cutting down the numbers should weed out those who take little part; extra work is certainly intended - with few people to share in it. The new responsibilities will require homework for even the most experienced governors: finance, for instance, is a new topic for most, and if the teachers are still trying to get to grips with outside change, what hope for governors?

Even the first fruits of the new legislation, those mandatory governors' reports for parents, can take a surprising amount of time to produce. In schools where no governors are used to writing reports, and where the school has no good reprographic facilities, these days of hard work involved. Staff wages governors, too, cannot always understand - and it certainly shouldn't be left to them alone.

The old days of the front seat at school concerts, a few laudatory words at leaving parties and polite cups of tea in the head's office are fast disappearing. Teachers, as parents, expect more of governors, if they are to earn any respect; and they must get used to hard-fought battles, and angry adversaries.

Nobody intends to pay governors. But those who seek an interesting voluntary job look at the quieter, more gratifyingly-rewarded pastures of charities or such? One governor body on which I sit now seldom closes its proceedings before 10.30 pm - maybe I'll take up knitting instead.

Book lists for everyone

## Choice selections

JUDITH ELKIN

**Bridging the Gap.** Selected by Keith Barker. Book Trust and British Council £1.50. 0 85353 412 8.

**Children's Books of the Year.** Selected by Julia Eccleshare. Book Trust £5.25. 0 85353 415 2.

**The Signal Selection of Children's Books 1986.** Edited by Nancy Chambers. Thimble Press £3.00. 0 903355 22 1.

**Fiction 6 to 9: a signal book guide.** Edited by Nancy Chambers. Thimble Press £2.90. 0 903355 21 3.

**Reading for Enjoyment: 0-6, chosen and introduced by Tony Bradman.** 0 907264 21 2. 7-11 chosen and introduced by Vivien Griffiths. 22 0. 12-13, chosen and introduced by Fiona Waters. 23 9. 16 and up, chosen and introduced by Alan Myers. 27 7.

**Recent Children's Fiction.** Compiled by reviewers from Avon and Gloucestershire. Available from Iain Ball, Avon House North, St James Barton, Bristol BS99 7EB.

**7+ Stories: a list of non-sexist books.** Compiled by Cissy Y. The Campaign to Impede Sex Stereotyping. In the Young 92 Balham High Road, London SW12 £1.00. 0 906713 01 3.

A range of reviews is offered here to help the busy teacher select books for the classroom or library; for class use, individual reading or reading aloud. It is impossible to select one guide to recent publications, as all of the lists have something to offer and are in many ways complementary.

Sixteen-plus is the age range which is usually particularly badly served. But here we have two excellent guides to help bridge the gap between teenage and adult reading. Keith Barker's *Bridging the Gap*, is a personal and eminently sensible selection of some 95 titles, from Maya Angelou to Fay Weldon, by way of Chinua Achebe, Bob Geldof and Margaret Mahy. The annotations are informative and helpful and the division of the list into three sections, broadly covering books to

working with books and children, either as teachers, librarians, booksellers or critics, pool their knowledge to select 230 books published during 1986 which they want other adults to look at, for their own interest as well as their children's. This can easily lead to a very disjointed, fragmentary selection. But the editor, Nancy Chambers, uses her skills and knowledge of children's books to produce an invaluable and cohesive guide. It is the layout which I suspect may confuse all but the most determined: a pity because this guide, with its shared critical approach, has a great deal to offer the non-expert.

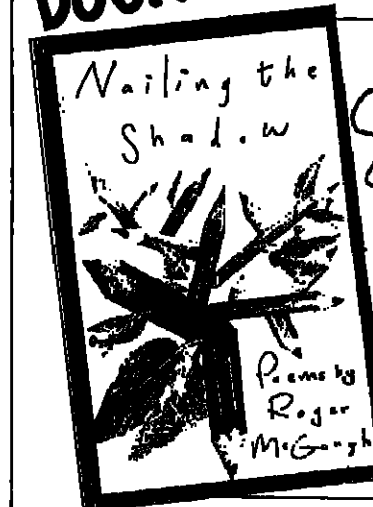
A number of these reviewers also contribute to *Fiction 6-9*, a selection of new and established fiction for children who have just learned to read but are not yet ready for a full length novel. Again the reviewers complement each other's choices, by adding comments and personal experiences of individual books. This guide is likely to be invaluable at the time when the right choice of books is crucial in establishing fluent readers.

The cohesion of the Signal book-guides is sadly lacking from *Recent Children's Fiction*, a twice-yearly list produced by people concerned with education in Avon and Gloucestershire. While applauding the authorities and contributors for their commitment to producing such a guide for circulation to all schools in the authorities, I admit to finding the variable quality of the annotations, the inconsistent age group recommendations and general lack of overall editing, irritating.

This general lack of editing is also conspicuous in the Cissy Y list of non-sexist books, which is surprisingly dated, with few very recent publications and some recommendations which I suspect are now out of print. The annotations are variable in length and often inadequate to explain why certain titles are included. My general feeling is that this list will not help teachers or librarians progress in their understanding of anti-sexism or in their choice of non-sexist materials.

In contrast to Julia Eccleshare's list, *The Signal Selection of Children's Books 1986* takes a team approach. A number of reviewers, experienced in

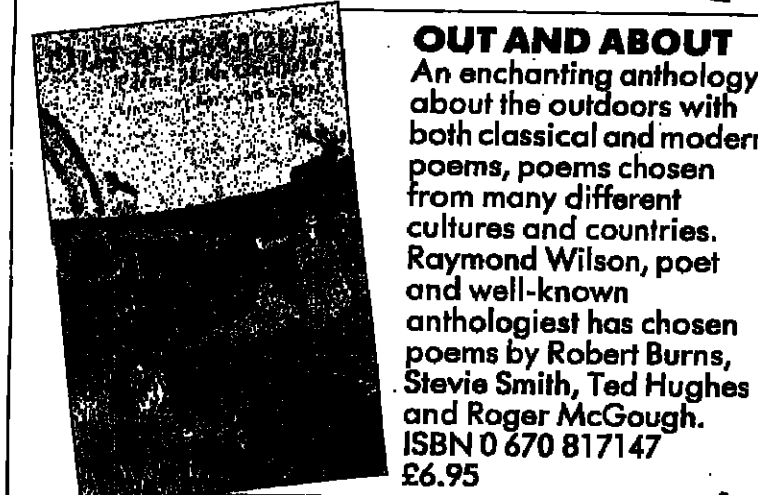
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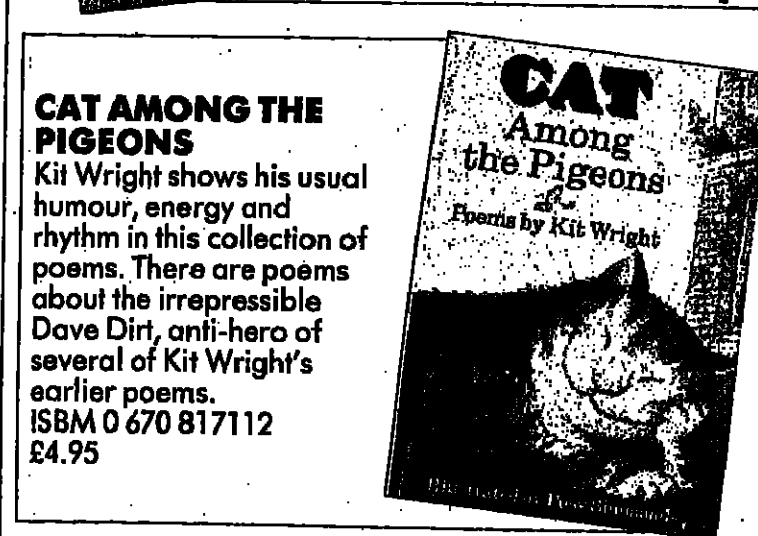
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## Panel problem

### CASE STUDY

This is one of a series of training exercises devised by Joan Sallis to give governors practice in looking at the sort of problems which crop up often. They can be used in formal or informal training sessions. Suggested solutions will appear next week.

Joyce Merry, a parent governor, was very pleased to be elected by her fellow governors as one of three representatives on the selection panel for a new deputy head. It is the first senior post to become vacant since the reorganization which turned Scaling Heights from a very traditional boys' grammar school into a mixed comprehensive. Dr Tagg, the head teacher, is a very distinguished man, a classics scholar, respected in the school and the town. He was ably supported in his task of making sure the school maintained its standards and style by the retiring deputy Dr. Mole, a historian. The two other deputies are Mr. Sonnet, whose subject is English, and Mr. Mapp, a geographer.

The I.e.a. are concerned about the school. It continues much as always, and despite a good record in arts subjects, science and technology are not strong and among those opting for these subjects, scarcely any are girls. All the faculty heads are male except two, Mrs. Potter, head of art and design and Miss French, head of modern languages. They hope the present vacancy will give them a chance to strengthen the science side of the school's policies and are looking for someone who has ideas to interest girls in science and technology. They also want someone to encourage higher expectations of the less able.

After one-to-one interviews all afternoon, and a school visit in the morning, four candidates survive to be interviewed by the panel: two men and two women. Dr Tagg can



scarcely conceal the rapport he feels with one of the men, Dr. Wiseman, another historian but also a Doctor of Divinity. He comes from a small grammar school which is due for closure. His academic qualifications are superb, and he answers questions with enormous authority and erudition. Joyce Merry feels a bit in awe of him, and certain he would command respect in the school. Another strong candidate is Mrs. Serkitt, a physicist, well qualified, experienced in a wide range of comprehensive schools, and provoked, rather surprisingly, at the interview into an expression of sustained enthusiasm for introducing an ambitious school-wide programme of social, personal and health education which would be common core in the fourth and fifth years. She also expressed agreement with the government's proposal that combined science should be a compulsory subject 11 to 16. (Most of the staff of Scaling Heights believe that only a proportion are scientifically gifted and that combined science is a dilution.) Mrs. Serkitt is also a keen musician.

You will surely guess what the problem was

The I.e.a. advisers strongly backed Mrs. Serkitt, believing that she was outstanding and would give the school a much-needed change of direction. The other two governors, one representing the I.e.a. and one a community governor who was a project director with a local engineering firm, strongly supported this candidate also; so did two out of the three I.e.a. representatives, the third being a co-opted representative of the churches on the education committee, who favoured Dr. Wiseman.

The discussion became quite heated. There was talk of going for one of the other candidates as a compromise, since Dr. Tagg clearly did not feel drawn to Mrs. Serkitt. He had not felt it right that she should air new ideas for the school at this stage, and took exception to her saying in response to a direct question - very courteously - that she wondered whether the policy of entering pupils for examinations was perhaps a little conservative, reflecting perhaps an understandable concern with pass-rates. Neither of the other candidates seemed on interview to be of the calibre of the two contestants.

Joyce Merry was impressed by Dr. Wiseman, and she is also very respectful of the head, a figure of authority in her family for so long (her three grown-up sons attended the school). She cannot bring herself to vote head has to work closely with the person appointed when not of his choice: she had read school governance, and to her it makes sense. She likes the idea of a compromise candidate. Another woman, a quiet botanist, had not who was a mathematician with a poor degree but a pleasant personality. Surely harmony with the head is more important than brilliance? Poor Dr. Tagg, having perhaps, to accept an uncongenial colleague in the last few years of his working life.

## Cash conflict

Last week's case study charted the growing resentments caused by a head's autocratic control of the school's purse strings

The head of Leamy Lane is unusual for these times, though not so long ago his style would have been completely acceptable. Most heads nowadays plan their budgets in consultation with staff, agreeing on priorities and making sure everyone understands that those whose needs can't be met this year will have preference next. Quite a lot of heads also involve their governors in budgeting, and this not only as good practice, but also a source of strength in establishing supportive decisions which must inevitably disappoint somebody.

As for PTA fund-raising, some PTAs decide themselves what they want to finance, most probably ask the school for a "shopping list" of needs from which they can make a choice, and just a few still endure the kind of situation Leamy Lane's PTA experienced.

The governors really ought to use the influence to get better habits established, and the teacher governor can't achieve much by muttering in private. However, the situation will now change so fundamentally that they may feel it is not worth a battle. The 1986 Act provides that governors must give parents a statement of how capitation was spent in their annual report, so from now on they will have to be given that information. The report must also include details of any donations to school funds and how they were spent, which opens up the PTA issue too. Furthermore, the I.e.a. must from September 1988 give governors a significant portion of the school's capitation to handle, and although they may delegate its spending to the head, it will clearly be inappropriate for decisions now before Parliament, schools will be given even more financial independence, and it is clearly intended that governors should share in the decisions.



Elkin, "the guardian who lives in the chimney". From *Peepers of the House* by the Oracian poet and storyteller, George Mackay Brown, with illustrations by Gillian Martin. First published in a limited edition by the Old Style Press in 1986, now released by Impact Books (£4.95). "Some might call it a children's story," says the author, "but it ought to appeal to mature people and greybeards as well."

Jill Slotover, former associate editor of *The Good Book Guide to Children's Books*, has recently launched the *Children's Book of the Month Club*, which sells hundreds of new and old titles at a discount. All are listed with special recommendations for reading aloud, age groups and so on. Details from *Children's Book of the Month Club*, Swindon XSN99 9XX.

## Scaremongering

**Here Lies Price.** By Susan Price. Faber £5.95. 571 14804 2.

**Beware!** Compiled by Jean Richardson. Hamish Hamilton £6.95. 241 12104 3.

**Charles Keating's Classic Tales of the Macabre.** Blackie £8.95. 216 92147 3.

Of the publishing of ghost stories there seems no end. New ones, old ones, best forgotten ones - they continue to appear in slim hardbacks of varying degrees of originality, quantity and plausibility. Susan Price's new anthology of short stories, *Here Lies Price*, contains a presumably intended pun in its title. A possibly unintentional pun is hidden in the fact that for almost six quid we are given less than 80 brief pages. A repetitive collection of fleeting anecdotes (many of only three or four pages' length), it seems extraordinarily insubstantial. Each tale begins with what would be a disarming disclaimer: "Here's a true story about liars." "I know this must be a true story because I read it in a book." "This story's supposed to be true."

Though this might be a clever enough device on occasion, the cumulative effect is to suggest that here is a second-hand collection of tall tales, each slightly expanded into something pretentious. I am sorry to be so negative. Maybe others will appreciate the naive simplicity of these tales, but I cannot see much except their brevity commending them to young readers. An angry originality does however break into one tale. The devil has a vacancy to fill. Only a person convincingly damned by others can fill it. The vacancy is filled by the prime minister.

Two years ago, Jean Richardson coaxed a memorable anthology of "scary stories" out of a selection of our more distinguished children's authors. Now, for another publisher, she has brought together a second varied

selection from exponents of the genre. Peter Dickinson provides a moving tale of an "unplanned-for" younger sibling ("Meg had been meaning to go back to that job of hers"), who finds a ghostly twin with whom to escape to another world. Jan Mark's Halloween tale is rooted in a totally convincing urban landscape, while both John Gorton and Alison Prince play cleverly with our sympathies as they develop their main characters. Jean Richardson's own contribution is a good example of how a ghostly tale can be chilling without involving ghosts, spirals or even time-travel.

One story is spoilt for me by the fact that the ghost of a lovedick Second World War soldier improbably haunts a railway station opened only in 1981. All this indicates is that one person's haunting is another's stuff-and-nonsense; what is chilling to one reader is more fancy to another. It is therefore precisely in its variety of styles that a collection like *Beware!* is of such value: it can form a useful sampler to introduce young readers to a range of styles and to authors whose more substantial works they might appreciate.

Another anthology, *Charles Keating's Classic Tales of the Macabre* is visually most attractive. Handsomely bound, it is decorated with Keating's own atmospheric illustrations. However the tales (by writers such as Bram Stoker, Edgar Allan Poe and M.R. James) seem incredibly dated and weird, not to say verbose, when considered alongside modern examples of the ghostly and supernatural short story. Yes, the collection does contain classics by Conan Doyle, H.G. Wells and Thomas Hardy, but I am afraid that, like the anthology's earlier collection of *Classic Ghost Stories*, it seems primarily a vehicle for its illustrations: something to impress those who judge the design of books rather than to engage young readers.

David Self





From: *Three Indian Princesses*, the stories of Savitri, Damayanti and Sita, retold by Jamila Gavin, with illustrations by Govindar Ram (Methuen, £6.95)

## Outcasts and misfits

*The Edge of War*, By Dorothy Horgan. Oxford University Press £6.95, 0 19 271 574 7.

*Over the Water*, By Maude Casey. Livingstone, The Women's Press £2.95, 0 7043 4901 1.

*Underdog*, By Marilyn Sachs. Oxford University Press £4.95, 0 19 271 571 2.

*The Underground Conspiracy*, By Catherine Storr. Faber £5.95, 0 571 148 778.

The vicissitudes of the German "Home Front" between 1939 and 1945 are the focus of Dorothy Horgan's *The Edge of War*. Anna, who lives in the Westphalian home which has belonged to her family for generations, is 13 when the war begins, and at odds with society. She and her younger sister and brother are abused by their schoolmates for being "Jews" or "gypsies". (In fact they are Catholics and their dark-skinned appearance derives from partly Spanish ancestry.)

Petty persecutions build up and the family eventually suffers dreadful humiliations and upheavals. Anna's mother then dies in an air-raid; her father, punished for laxity towards Russian prisoners in his charge, is put into a mental ward where he seems set for extermination; his brother is sent to Dachau, and Anna feels all her grit and guile to keep herself and her brother and sister alive.

Seeing the wretchedness of war through the eyes of the other side is, of course, a stimulating and salutary business, but regrettably Dorothy Horgan sometimes fails to convince. The toughness of Anna's transition from adolescent to young woman, for example, is insufficiently exploited; also, despite bombing and deprivation, and the menace of some ghastly Gestapo figures on the fringes of the story, the true hideousness of fear, violence and contempt for the individual is only occasionally conveyed.

Maude Casey's *Over the Water* also features a heroine who feels rejected by the society in which she lives. Mary Maeve O'Reilly (whose nationality is lives with her family in England. At school she is taunted with unfunny jokes about Irish "thickness"; at home her mother nags her for her brazen English ways. Mary suffers the worst of both her worlds until she takes the traditional trip across the sea to Ireland, where she discovers her roots and her real nature.

It says a great deal for Maude Casey's story-telling skill that despite its well-worn theme, *Over the Water* never succumbs to stereotyping or sentimentality. The liveliness and conviction of the first person narrative,

from Mary's viewpoint of course, are unflagging. Down to earth, even grim, as helping the sow in labour, mucking out and the decapitation of chickens are deftly balanced by dips into dreamy and elusive Celtic myth. One is swept along with Mary's wholehearted response to the perception of her mother's younger sister, Nuala, and the lambent beauty of the Irish countryside in its many different moods. There is plenty of humour, too, in Mary's struggles with the insecurities of growing up; her jealousy of her younger, prettier sister, and her mother's well-intentioned but aggravating over-protectiveness.

Fluctuations between independence and a wish to belong also form the main thread of *Underdog*, an engaging story by Marilyn Sachs. When 11-year-old Izzy is orphaned, it seems that none of her relatives is anxious to take her in. Her father's estranged brother and his wife reluctantly agree to house her temporarily until she can be sent away to boarding school. Izzy's robustness is at first submerged by her desperate desire to be part of a family again. It asserts itself, however, when an old snapshot reminds her of "the best playmate she'd ever had". This is Gus, a dog who had disappeared from her life after her mother's sudden death several years earlier.

Izzy's search for domestic security becomes transmuted into a quest for Gus - initially a secret enterprise, and then shared by her uncle. She has to do a lot of sleuthing in order to uncover home to another. Somewhere on the way her aunt and uncle realize that they want to give Izzy a permanent home, and she discovers that Gus is not necessarily the only dog in the world for her.

In Catherine Storr's *The Underground Conspiracy*, Jass has too much time on her hands, and unwittingly becomes caught up in criminal activities (which dramatically unfold in and around London's underground railway network). She starts off as a loner. Then, as she gets sucked more deeply into the underworld, she learns to appreciate her quiet but dependable boy-cousin from Cornwall, whom she at first resents, and her exuberant best friend, Tommy. The latter has ambitions to achieve fame as a great black female detective, and it is her perceptivity and sleuthing prowess which eventually point the way to a solution to Jass's predicament. An exciting mystery story, with an edge of pure horror, *Underground* makes the most of its atmospheric city setting.

Mary Cadogan

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## Teenage fiction

# Ways of seeing

ROBERT DUNBAR

*The Woods at the end of Autumn*, By Lois Lowry. Dent £7.95, 0 460 06276 X.

*The Twisted Window*, By Louis Duncan. Hamish Hamilton £7.50, 0 241 12306 2.

*Into the Dark*, By Nicholas Wilde. Collins £5.95, 0 00 184426 1.

*Tyso's Promise*, By Sally Robey. Lutterworth Press £6.95, 0 7188 2687 6.

*King of the Cloud Forests*, By Michael Morpurgo. Heinemann £7.95, 0 434 95201 X.

All five of these novels seek to enlighten their readers about the failings of the adult world and, more specifically, about its habit of masking its fears as its bigotries. They belong, therefore, to that genre of children's fiction which sets out to promote tolerance and understanding; accordingly, they run the risk of becoming mere moralizing.

They manage, to varying degrees, to avoid succumbing to this weakness, principally because their plot, characterization and setting are not submerged in their message.

In *The Woods at the end of Autumn* six-year-old Elizabeth Lorimer's father is in the Pacific, fighting the Japanese. She, her mother and sister retreat to Pennsylvania, but their stay is to afford little tranquillity. For Elizabeth, sceptical and pertinacious by nature, the problem lies in confronting a world where, she will come to understand, the prevailing violence and cruelty emanate from prejudice and fear. This early involvement with her penetration of the darker side of human nature: racial segregation, physical disability, disappointed love. Finally, she has to accept the horrific consequences of deserting her only friend in the woods where the monsters of madness reside. Lowry narrates these events in the form of the adult Elizabeth's memories, a sophisticated device which works convincingly here mainly because of the credibility of her characters and what is referred

to at one point as "their different angers, their different terms of innocence".

Brad Johnson and Tracy Lloyd, the principal teenage characters in *The Twisted Window*, are also prey to fluctuating emotions, but this time in a more highly-charged and immediate story. Its narrative energy is matched by complex patterning in character and motive, most evident in the relationship established between them when both become compulsively drawn into the tragically futile search for the allegedly kidnapped baby Mindy. Theirs is a world of distorted perceptions, where intensity of feeling is seen to trigger off instability and rage; here, in Duncan's familiar and poetically evoked New Mexico and Texas worlds, hardly anything proves to be what it seems and every chapter enforces new perspectives. Not the least of these is the one involving Jamie, the close and practical friend who ultimately helps release Brad from the madness of his despair.

*Into the Dark* is also about ways of seeing, but the theme here is given particular focus through the author's choice of a blind boy as his principal character. Staying in a rented cottage on the Norfolk coast, Matt experiences from the moment of his arrival a sense of having had previous links with the locality. He is soon caught up in the replay of a tragic story of a century earlier, involving a series of dramatic reunions with the young aristocrats who, in their first incarnations, had spurned his friendship. These encounters are played out against an environment of sea and saltmarsh, a suitably bare and timeless landscape for this story of youthful loneliness and longing. The author's finest achievement is in creating a realistic contemporary atmosphere - in, for example, the

relationship between Matt and his mother - and weaving this convincingly into his reconstruction of the past.

In *Tyso's Promise* the emphasis is more strictly contemporary, though there is a similar flat and bleak East Anglian background. Tyso, a gypsy boy on the run from his cruel aunt and uncle, is driven by his determination to fulfil his promise to his mother, his brother and sister to find himself, his brother and sister the traditional "vardo" (caravan) once fulfilled, he has to come to terms with some of the uglier sides of "gypsy" (non-gypsy) life: its violence, its sense of being caught between conflicting loyalties to new, befriending acquaintances and to his own older roots, its sympathetically conveyed, in spite of occasional lapses into melodramatic phrasing and incident. The book's episodic structure and its short chapters make for easy reading, but the characterization is thin and the detail (notwithstanding the authentic gypsy vocabulary) not always convincing.

The detail of Morpurgo's novel is, by contrast, totally convincing; that is, we accept the fact that a teenage hero, Ashley Anderson, spends some months in a communist youth in the Himalayas. Partly, part anthropology, this carefully-written book raises profound questions about the nature of religious belief and, ultimately, rejects dogma in favour of the virtues of simplicity, honesty and nobility. These, the suggestion is, are the values found in the sort of evangelical zeal exhibited by Ashley's missionary father, even less in the senselessness of military conflict. The boy's sojourn with the youths exposes him to a species of values which, however idealistic, can hardly fail to inspire; we are privileged to share his elusive vision of peace and are impelled to consider our own shortcomings.

## Generations apart

*Roscoe's Leap*, By Gillian Cross. Oxford University Press £6.95, 0 19 271 577 7.

*Rob's Place*, By John Rowe Townsend. Viking Kestrel £6.95, 0 670 80598 5.

*Storm Bird*, By Elide McCutcheon. Dent £7.95, 0 460 06259 X.

*Battlefields*, By Richard Severn. Methuen £7.95, 0 416 03882 4.

In each of the four books reviewed here, the children's attempts to survive and understand are struggles against established adult alliances of weakness, secrecy or power. The fact that so many books for teenagers are concerned with this process suggests that children's literature may fulfil a concealed function of expiation. In three of these novels children save each other from the consequences of adult behaviour; the child-victim and the child-saviour have reappeared in children's books.

*Roscoe's Leap* by Gillian Cross is set in an astonishing Victorian house built of cast iron and glass. This disintegrating structure contains a collection of clockwork automata, one of which is a life-size model of a guillotine with decapitated clockwork victims. It is called the French Terror and is the central image in this strange and powerful novel. A brother and sister live in Roscoe's Leap - Stephen, emotionally frail, unsure of himself, and watchful; and Hannah, sharp, satirical and skilful with machinery. The narrative evoked questions: who is the incompetent Doug who lives a separate life in one half of the house? Why is he so afraid? Why do both children overreact to him? Why is their mother (who lives in the other half) so icily obsessed with correctness?

When the French Terror is discovered, Hannah wants to make it work, but Stephen is beset by a gruesome half-memory which he repeatedly suppresses. The narrative - uneasy with images of slicing and division - moves relentlessly to a deadly climax when all the characters meet in front of the

restored guillotine. The French Terror is programmed to play a coldblooded trick on its onlookers - but almost as cruel is the lost memory it releases in Stephen and Hannah of a day when their mother banished their father and fixed their lives in a pattern of relationships disowned and despised. The monstrous guillotine both causes and symbolises the division in this world family. But Stephen saves Hannah from death and the family breaks free of the mechanics of terror created by their sedate Victorian ancestor. This is an exciting, complex and substantial psychological thriller.

John Rowe Townsend's *Rob's Place* is about a young loner, seriously disturbed by the breakdown of his parents' marriage. The "Place" of the title is an island which becomes the basis for the stories he makes up. These fantasies are vigorous and funny at first, mirroring the needs and sadness of his life - especially his confused feelings about his father. The novel presents with joyless faithfulness the comes more withdrawn and aggressive, the fantasy grows menacing and eventually makes him hallucinate. The reader senses a compassionate authorial commitment to this hero-victim, but it is a relief when a girl called Katie enters the narrative and what is an interesting case-history becomes more recognizably a book for young readers. Katie possesses an unlikely psychiatric insight and knows that the only way to free Rob from his island is to force him into acting out an optimistic resolution to the fantasy. This is Rob's cure and it enables the narrative to end on a hopeful note.

*Storm Bird* by Elide McCutcheon is an historical novel set in 1905, telling the story of 12-year-old Jenny who is obliged to live with a strange and at times sinister aunt in an East Anglian fishing town. Jenny becomes gradually aware of a disturbing pattern of habits and superstitions in this isolated community. Her friend Josh introduces her to an old man who lives as an outcast on the marshes. This old

man is Aunt Clara's unacknowledged father; it is in him that the strands of the mystery connect and become clear to the bewildered Jenny. The pace of the narrative quickens, for Aunt Clara plans to ship Jenny to Canada on the Brightway Emigration Scheme. Josh helps Jenny to escape and there is a fast-moving episode on the marshes with an exciting climax and a satisfying resolution. The book's weakness is the character of Josh, who is more like a middle-aged philanthropist than a 11-year-old boy. Nevertheless, this is a fast-moving and powerful story likely to appeal to thoughtful readers.

What will make *Battlefields* pleasing to its readers is Richard Severn's brilliant handling of the boy-and-dog theme - their companionship, their clownishness, their misery when separated, and the desperate joy of their reunion. Jerry's father's employer, Captain Packham, also has a dog, a terrifying wolfhound which is both a victim and an instrument of the centuries-old opposition between landowner and landworker, a powerful rivalry develops between Packham and Jerry. There is an outstandingly exciting climax in which Packham coolly sets his wolfhound to hunt down Jerry to the death. The ending (a new job with the National Trust) is arrived, but that is unlikely to convince the readers who will enjoy this compelling story.

Victor Watson

## TEACHING CHINA

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Single copy £1.20. Additional copies £1 each. To: China Now (TES), Bodley for Anglo-Chinese Understanding, 100 Camden High Street, London NW1 0NE. Tel: 01-462 6636.



## Living through war

*Tomorrow is a Stranger*, By Geoffrey Trease. Heinemann £7.50, 0 434 96764 5.

*Shadow Over the Islands*, By Frances Murray. Hodder and Stoughton £6.95.

*Deepwater*, By Judith O'Neill. Hamish Hamilton £6.95, 0 241 12362 3.

Here are three books about children and young people in wartime. Two are set in and around the only part of Britain to suffer enemy occupation in World War II: the Channel Islands. It wasn't a dramatic occupation. With France collapsed, Britain could not defend the islands. The Germans moved in unopposed and ruled for five years; then, having lost the war, surrendered. Their regime was heavy-handed rather than brutal.

Geoffrey Trease's *Tomorrow is a Stranger* tells how two young people, Paul and Tessa, see it through the eyes of a young boy, Ashley Anderson. It's an episodic story; there's the evacuation of many of their friends to England, a nasty air raid, the German arrival, curfews and shortages, various forms of covert resistance. A young Jewish woman facing deportation finds a refuge; an underground news-sheet is produced. Mr Trease is unfailingly readable, and keeps his story bowling along in the end of unlikely heroics; but in the end *Tomorrow is a Stranger* doesn't satisfy.

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In *Shadow Over the Islands*, by Frances Murray, Luke Redruth sails a

25-foot cutter single-handed to Sark, to fetch his mother home before the Germans come. He picks up an unlikely bunch of people, including his mother's employer, the employer's beastly son John who has belonged to the Hitler Youth and wants to be called Hans, an orphaned three-year-old, and, fortunately, a fisherman's daughter who knows how to sail. Skill and courage bring them safely through the hazardous passage to England. Luke, son of a naval commander, is brave, resourceful, a born leader, and clearly a future naval officer himself; in fact a postscript shows him becoming one. I found both Luke and John/Hans a little hard to take, and learned more of the technicalities of sailing a cutter in Channel Island waters than I really wanted to know. It's a good story, all the same, with suspense, a true smell of danger, and obviously authentic detail.

Judith O'Neill's *Deepwater* is set in an earlier wartime. It tells, in the voice of 14-year-old Char (for Charlotte), of the lives of farming families in a remote valley in Victoria, Australia, in the early months of World War I. It's a hard life, and the immediate problem is drought. The river is drying up, the livestock dying, the farmers facing ruin. Meanwhile, war prowls in the background and gradually comes closer to people's lives. Young men join up; a new schoolteacher arrives whose naive patriotism, playing with flags and pageants, has unforeseen and dire results; a family with a German name is persecuted but survives. Through the long hot, dry months, life goes on; at last the rain comes, and everyone rushes joyfully out to be drenched. Yet with the end of the drought comes the grim news of the casualties at Gallipoli. At this point, in effect, the story ends. It isn't dramatic, but it comes across with all the flavour and texture of life: convincingly specific in its time and place but universal in the emotions it describes; a very good book.

John Rowe Townsend

## Trail blazers

*Torch*, By Jill Paton Walsh. Viking Kestrel £6.95, 0 670 81554 3.

Is our 13-year-old narrator an ancient Greek peasant girl or a modern? After the first skilfully ambiguous pages we realize that she is neither. She is living in a dateless future, when civilization has collapsed and technological skills are irretrievably lost. Only a dim tradition survives of an era called "Ago", when "journeys were made by lighting fires inside carts instead of hitching donkeys".

Cal and her friend Dio have unwittingly offended against the mores of their village and been driven out. A dying man entrusts them with a magical-seeming torch, an Olympic relic, which they must deliver to some unknown distant country where races are still run. The quest, full of hardships and dangers, carries them across the sea and deep into the

Sahara, and then northwards over Europe to "the Island", where wide, straight, grass-grown powerways survive as mysterious evidence of Ago.

The reasons for the decline of Ago are discussed but not explained. The author disdains the usual cliché explanation of nuclear holocaust. She intends this fable of the future to be thought-provoking. The sheer vitality of the writing and the wealth of dramatic episodes should carry young readers along, though many may be puzzled by the symbolism and troubled by some inconsistencies and improbabilities. If Ago is such a remote memory how can a rusty old ship still navigate the Mediterranean with engines and searchlights still working? Jill Paton Walsh's seriousness of purpose is undeniable. How far children will get her message, and exactly what it is, is more in doubt.

Geoffrey Trease

## Up against the system

JAN MARK

*A Free Man on Sunday*, By Fay Sampson. Victor Gollancz £7.95, 0 575 04114 5.

*The Guilty Party*, By Joan Lingard. Hamish Hamilton £6.95, 0 241 12081 0.

*Runners*, By David Skipper. Walker Books £8.95, 0 7445 0800 2.

Two of these books reinforce the certainty that if English Law is currently rife with idiotic reasons for sending people to jail, then this is only part of a long tradition. A reader roused to indignation by the fate of Josie in Joan Lingard's *The Guilty Party*, who elects to go to prison for refusing to pay a fine incurred by lying down in the road outside the gates of a nuclear power station, would be properly appalled to discover that in 1932 men could be jailed for venturing their working-class boots over Kinder Scout, in the Peak District. However, in 1932 the Peak was not yet a National Park, and Kinder Scout was a grouse moor. The Manchester Rams, of less value than the grouse, found themselves turned first off the moor, onto the footpaths, and then off the footpaths. "One does not sell the earth upon which people walk," said Chief Crazy Horse, of the Black Hills of Dakota, only to discover that selling was not really in question. What was

desired was taken, not bought. A *Free Man on Sunday* describes the fortunes of a family involved in the Mass Trespass, by which the Ramblers attempted to re-establish their right to walk. Edie Ramsden is a very ordinary little girl, seen at the moment when she emerges from the shadow of her idolized father, an heroic Socialist in the Robert Tressell mode, who leads the trespass and is imprisoned for his temerity. It's a timely reminder that the earth upon which the people walk is still up for grabs.

Lingard's Josie, on the other hand, appears almost a vehicle for the novel of which she is heroine, rather than the other way about. Irish, in an English town, free-thinker trapped in a family of ossified respectability, deprived of her father in a Belfast shooting, she takes on the Establishment by leading a protest against the opening of a nearby nuclear power station. Josie makes things happen and suffers for it, but somehow doesn't seem to suffer very much. Conveniently furnished with a boyfriend whose father is an engineer at the installation, and relatives who respond to her actions with knee-jerk disapproval, she has to

shine. Unbelievers draw their swords when Josie passes, black hair streaming in the wind; woolly liberals tumble from the fence. We could do more with the admission that committed activists are frequently a pain in the neck to live with, even to their sympathizers, as Edie Ramsden's mother would glumly confirm.

Periodically a book is proclaimed as *The Catcher in the Rye* of the decade. Salingar's bleak, elegant adult novel has come to be regarded as the progenitor of all subsequent male, teenage, first-person narratives. *Runners*, a first novel by David Skipper, a tale of two lads on the lam, belongs in a more established genre. There is a nod to modernity implicit in references to drugs and floppy discs, but the story walks along with riotous improbability and the same cheerful disregard for the inconvenience of robbery, violence and murder as may be found in the works of "Sapper", Buchan or Dornford Yates. The hero, who comes over as no more disaffected than any one of thirty fifteen-year-olds you may find yourself facing on Monday morning, is last seen pondering his decision not to blow up the heavy mob with tortured dynamite. No Richard Hannay he; no Holden Caulfield either. The publishers suggest that *Runners* may be the *Catcher in the Rye* of the 80s. It isn't.

## Tragedy in Greece

*The Lost Boy*, By Paula Fox. Dent £8.50, 0 460 06271 9.

Julia Briggs, in her recent biography of E Nesbit, points out that the children in her books are different from adults, in that they do not have confidence. They are often frightened victims of adults in situations they can't control or master. Jack, the "lost boy" of Paula Fox's new novel is such a one. He has been travelling round the world with his totally self-absorbed father since he was two years old, and seems always to have been left to his own devices.

At first, he seems a charismatic figure to his contemporaries. Teenage Lily (the narrator) and her brother Paul encounter him on the island of

Thasos, where they are spending some months with their parents. Lily is wary of this strange, rather hostile boy, and resents his influence on Paul. Later, she realizes that Jack's behaviour may be the result of his father's casual assumption that he can cope with life. The loneliness and insecurity of his existence contrast sharply with her own family's unfussy but loving companionship. Paul, in a flash of insight, remarks that Jack doesn't want his father to know that "he is not marvel-lous, he's just a boy".

Paula Fox's style is deceptively simple, but discriminating readers will appreciate its subtlety and the nice perception with which she indicates rather than describes moods, events, reactions.

Barbara Sherrard-Smith

## A new beginning

*A Little Dog Like You*, By Rosemary Sutcliffe. Illustrated by Jane Johnson. Orchard £4.95, 1 85213 112 8.

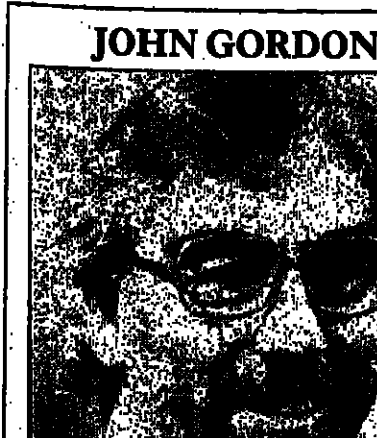
This little book (literally small) is based on the author's own experience. When dog Pippin, a tiny chihuahua, died and was buried under his favourite apple tree, his owner felt that in some way he would try to return. Presently she asked all the chihuahua breeders if one had been conceived at the time of Pippin's death. At first she

drew a blank. But in the meantime, Pippin had reached St Francis, who was standing in for St Peter on that day, and had made a very unconventional plan.

Rosemary Sutcliffe, most powerful writer in the field on the harsh ways of ancient warring people, may well allow herself this tender and moving little tale, whose bright end is also a beginning. Jane Johnson illustrates aptly in fine black and white.

Naomi Lewis

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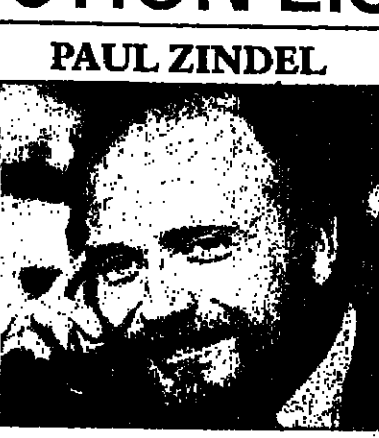
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Application forms and further details obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN (Tel. Middlesbrough 48155, ext. 30187) and returnable to the Rev. T. Oller, The Rectory, Redmarshall, Stockton, Cleveland.

**BERWICK HILLS PRIMARY SCHOOL**  
Westerdale Road, Middlesbrough, Cleveland TS3 7QH (Tel. Middlesbrough 245598)  
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Application forms and further details obtainable from and returnable to the Head Teacher at the School. (52214)

**HERTFORDSHIRE**  
**Warren Dell JMI School**  
Gosforth Lane  
South Oxhey, Watford  
Applications are invited from suitably qualified and experienced teachers for the

**Headship**

of this Group 4 School from April 1988. London fringe allowance £309.

Application form and further details from the Divisional Education Officer, Little Cassibury, 31 Hempstead Road, Watford WD1 3EY (please enclose s.a.e.) to be returned by Friday 11th December 1987. (52476)

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Equal Opportunities Employer  
**PRIMARY HEADSHIP GROUP 5**  
Applications are invited for the headship of the following new school which will open in January 1988. The headship will be effective from Easter 1988:

**Redbrook County Primary School**  
Redbrook  
Shrewsbury  
Application forms and further particulars from the County Education Officer, Education Dept, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. SAE essential at least 8 x 6. To be returned by 7th December. (52588)

**Shropshire County Council**

**Education**  
**Head Teachers**  
Qualified Teachers are required at the following schools.

**Group 5**  
Jeffries Primary and Nursery School, Vornon Road, Kirkby-in-Ashfield, Nottingham, NG17 8EE  
Roll: 305 (plus 40 place Nursery)  
The vacancy is created by the retirement of the present Head Teacher and is available from 1 January 1988, to be filled as soon as possible thereafter. This is a re-advertisement and previous applicants will be re-considered.

**Group 3**  
Pashfield Lane Primary School, Liton Road, Mansfield Woodhouse, Mansfield, Notts., NG19 9PB  
Roll: 107  
This vacancy is created by the appointment of the present Head Teacher to a Headship with another authority, and is available from 1 January 1988, to be filled as soon as possible thereafter.

**Group 4**  
New West Bridgeford Primary School, Gouthorne Drive, West Bridgeford, Nottingham.  
Anticipated roll: 210  
Available from the Autumn Term 1988.  
Application forms and further details for the above posts may be obtained by forwarding a stamped addressed foolscap envelope to the Chief Education Officer at County Hall. Closing date 11 December. Please quote ref. Q18.

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**Nottinghamshire County Council**  
County Hall-West Bridgeford  
Nottingham NG2 7OP

**LONDON BOROUGH OF HAVERING**  
**Squirrels Heath Infant School (Roll 278)**  
Salisbury Road, Romford RM2 5TP  
Required for April 1988

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Application forms and further details are available (please) from the Director of Educational Services (Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date 11th December 1987. (52198)

**Havering**

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\* Generous relocation expenses in approved cases.

**HEADSHIPS**

**LINGFIELD COUNTY MIDDLE SCHOOL**  
High Street, Lingfield, Surrey, RH7 6AB.  
Telephone: Lingfield (0342) 832355.  
NOR Sept. 1987. 253  
HEADTEACHER required from April 1988 for this GROUP 5 County Middle School for pupils aged 8-12 years. Salary £17,751 p.a.

**ST JOHN'S COUNTY FIRST SCHOOL**  
Pendleton Road, Redhill, Surrey, RH1 6QG.  
Telephone: Redhill 783804  
NOR Sept. 1987. 195  
HEADTEACHER required from April 1988 for this GROUP 4 County First School for pupils aged 5-8 years. Salary £17,001 p.a.

**WOODMANSTERNE COUNTY FIRST AND MIDDLE SCHOOL**  
Carshalton Road, Woodmansterne, SM7 3HU.  
Telephone: Burgh Heath 353120  
NOR Sept. 1987. 280  
HEADTEACHER required from September 1988 for this GROUP 5 First and Middle School for pupils aged 5-12 years. Salary £17,751 p.a.

Application forms and further details from South East Area Education Officer, 123 Blackheath Road, Reigate, Surrey, RH2 7DD. Telephone: Redhill 774108, Ext. 4416  
Closing Date 11 December 1987 (52243)

**NORTHAMPTONSHIRE**

**KETERING ST EDWARD'S C.E. PRIMARY SCHOOL**  
Eastleigh Road, Kettering, Northants.  
**HEADSHIP - GROUP 4**  
The Governors invite applications for the HEADSHIP of this school which falls vacant on the retirement of the present Headteacher, Mr. J. M. Collard, N.O.R. at present - 5251.

Applicants will be experienced and qualified, practising Roman Catholic teachers, able to lead the work of the school and willing to build on and develop the work of an established and successful school which is one of two primary schools contributing to the local Catholic parish.

Application forms and further particulars concerning the aims and objectives of the school may be obtained from the Clerk to the Governors, 9 The Grove, Kettering, Northants, NN16 7QQ.

**KETERING ST THOMAS PRIMARY SCHOOL**  
Northampton Road, Kettering, Northants.  
**HEADSHIP - GROUP 4**  
The Governors invite applications from experienced and qualified teachers for the HEADSHIP of this school which falls vacant on the retirement of the present Headteacher, Mr. J. M. Collard, N.O.R. at present - 5251.

Application forms and further particulars concerning the aims and objectives of the school may be obtained from the Clerk to the Governors, 9 The Grove, Kettering, Northants, NN16 7QQ.

Closing date for both posts 11th December 1987. (18415) 11000

**Cheshire**

**WINNINGTON PARK COUNTY PRIMARY SCHOOL**  
FIRDALE PARK, WINNINGTON, NORTHWICH, CHESHIRE.  
TEL: NORTHWICH (0606) 74371

**Headteacher (Group 5)**  
An imaginative teacher with a positive commitment to creative education in a physically and philosophically open school.

Application forms and further details available from District Education Office, Watling Street, Northwich, Cheshire. Closing date: 18th December 1987. (52108)

**PRIMARY HEADSHIPS continued**

**KIRKLEES METROPOLITAN COUNCIL**  
**DIRECTORATE OF EDUCATION SERVICES**  
ST. PETER'S CE (A) J I & N SCHOOLS  
Fleetham Lane, Birstall, Batley, W. Yorks WF17 0NP  
Ref: 1151

Applications are invited from suitably experienced teachers for the HEADSHIP of this Group 5 School which caters for the age range 5-11 years. The person appointed will be working in the lively modern environment of this Christian School which has close links with the local Church and Community. The Governors are therefore looking to appoint a committed Christian with wide experience in the field of education for the age group mentioned.

Application forms and further particulars on request of a 9 x 6 s.a.e. to Rev. J. Davies, Chairman of Governors, The Vicarage, Kings Drive, Birstall, Batley, W. Yorks WF17 0NP, to whom completed forms should be returned by 14 December 1987.

Kirklees operates an Equal Opportunities policy and will accept applications from all applicants. (18530) 110010

**NORTHAMPTONSHIRE**

**KETERING ST EDWARD'S C.E. PRIMARY SCHOOL**  
Eastleigh Road, Kettering, Northants.  
**HEADSHIP - GROUP 4**  
The Governors invite applications for the HEADSHIP of this school which falls vacant on the retirement of the present Headteacher, Mr. J. M. Collard, N.O.R. at present - 5251.

Applicants will be experienced and qualified, practising Roman Catholic teachers, able to lead the work of the school and willing to build on and develop the work of an established and successful school which is one of two primary schools contributing to the local Catholic parish.

Application forms and further particulars concerning the aims and objectives of the school may be obtained from the Clerk to the Governors, 9 The Grove, Kettering, Northants, NN16 7QQ.

**KETERING ST THOMAS PRIMARY SCHOOL**  
Northampton Road, Kettering, Northants.  
**HEADSHIP - GROUP 4**  
The Governors invite applications from experienced and qualified teachers for the HEADSHIP of this school which falls vacant on the retirement of the present Headteacher, Mr. J. M. Collard, N.O.R. at present - 5251.

Application forms and further particulars concerning the aims and objectives of the school may be obtained from the Clerk to the Governors, 9 The Grove, Kettering, Northants, NN16 7QQ.

Closing date for both posts 11th December 1987. (18415) 11000

**Cheshire**

**WINNINGTON PARK COUNTY PRIMARY SCHOOL**  
FIRDALE PARK, WINNINGTON, NORTHWICH, CHESHIRE.  
TEL: NORTHWICH (0606) 74371

**Headteacher (Group 5)**  
An imaginative teacher with a positive commitment to creative education in a physically and philosophically open school.

Application forms and further details available from District Education Office, Watling Street, Northwich, Cheshire. Closing date: 18th December 1987. (52108)

**Cheshire**

**WINNINGTON PARK COUNTY PRIMARY SCHOOL**  
FIRDALE PARK, WINNINGTON, NORTHWICH, CHESHIRE.  
TEL: NORTHWICH (0606) 74371

**HEAD**  
Required for

**ANTHONY CURTON VOLUNTARY AIDED PRIMARY SCHOOL, Walpole St. Peter, Nr. King's Lynn (Group 3)**

The Governors wish to appoint a Head who is sympathetic to a Church of England Aided Primary School and is a practising christian.

Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL. Closing date for applications 11th December 1987.

**Norfolk County Council**

**BRENT EDUCATION**

**HEADTEACHERS**  
HEADTEACHER - Required from January 1988 or as soon as possible thereafter -  
Applications are invited from teachers with successful experience of working in primary schools. Such experience may have been gained as a deputy head or alternatively as a curriculum leader, subject teacher or support teacher. The successful candidates will have a sound knowledge of the primary curriculum, and a clear commitment to high educational standards. They will be familiar with the equality and gender equality issues in education, and in service initiatives. They will also be responsible for the development of the school's curriculum and will have a good knowledge of the local community. All three primary schools are effectively fully staffed. There are many new curriculum developments and in-service initiatives. You would like to be involved in these, and to help lead and inspire them. A primary headteacher, we should like to hear from you.

Applicants from members of the black community are particularly welcome. Applications should be sent to the Director of Education, London Borough of Brent, PO Box 1, Christfield House, 9 Ban Lane, Wembley, Middlesex HA9 7BU (returnable within 14 days of telephone call to 01-903 5426).

**DEPUTY HEADTEACHERS**  
**(2)**  
**BARHAM JUNIOR MIXED AND INFANTS SCHOOL**  
Wembley, Middlesex HA9 7BU. Tel: 01-902 3706 (Roll 550)  
DEPUTY HEADTEACHERS (2) required for this Group 4 & 5 School. Applications are invited from suitably qualified teachers for these two posts.

The successful candidates will show considerable awareness of the principles of curriculum planning, and some knowledge of the implications of the values underpinning national and local developments. They will also be responsible for the development of working within newly defined roles, in equal partnership with the other deputy.

Application forms and further particulars concerning the aims and objectives of the school may be obtained from the Clerk to the Governors, 9 The Grove, Kettering, Northants, NN16 7QQ.

Closing date for both posts 11th December 1987. (18415) 11000

**Cheshire**

**WINNINGTON PARK COUNTY PRIMARY SCHOOL**  
FIRDALE PARK, WINNINGTON, NORTHWICH, CHESHIRE.  
TEL: NORTHWICH (0606) 74371

**Headteacher (Group 5)**  
An imaginative teacher with a positive commitment to creative education in a physically and philosophically open school.

Application forms and further details available from District Education Office, Watling Street, Northwich, Cheshire. Closing date: 18th December 1987. (52108)

**Cheshire**

**WINNINGTON PARK COUNTY PRIMARY SCHOOL**  
FIRDALE PARK, WINNINGTON, NORTHWICH, CHESHIRE.  
TEL: NORTHWICH (0606) 74371







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**Enfield**















**BROMLEY**  
JAMIESON SCHOOL FOR BOYS  
1000 Tinsley Road, Orpington.  
Tel: 0682 21534  
For January or as soon as possible, a graduate teacher of English able to take charge of the successful candidate will teach up to GCSE level. The successful candidate will be responsible for the teaching of English to the pupils. The successful candidate will be responsible for the teaching of English to the pupils. The successful candidate will be responsible for the teaching of English to the pupils.

**CALDERDALE**  
METROPOLITAN BOROUGH COUNCIL  
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**CROYDON**  
LONDON BOROUGH OF CROYDON  
EDUCATION COMMITTEE  
ASHBURN HIGH SCHOOL  
Shirley Road, Croydon, Surrey.  
Tel: 01-656 0299  
An enthusiastic teacher of English required for the school for further details. Salary: Main Grade. Tenable: January 1988. Closing date: 11th December 1987. 132440

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Parsonage Down, Great Dunmow, Essex.  
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# SECONDARY SCHOOLS

NEWQUAY TREHARRAS SCHOOL, Trevelyan Road, Newquay, Cornwall, TR7 3BH. Group 12. NOR 1556, South Form of 312.

## Temporary Teacher of German and French: Main Scale

Required for January 1988, a temporary teacher of German for two terms only, able to teach the subject to 'A' level, with some French. Application forms/further details are available from the Headteacher on receipt of SAE.

## PRIMARY SCHOOLS

CARDREW JUNIOR SCHOOL, Drump Road, Redruth, Cornwall, TR15 1NA. Group 4.

## Deputy Headteacher

Required for January 1988, an experienced teacher for 4th year junior class with responsibility for co-ordinating the teaching of Science throughout the school. Teaching of swimming and boys games to include cross-country and athletics. Willingness to take a full part in the varied activities both in and out of school hours would be a decided advantage. Please state other interests and areas of expertise. Application forms/further details are available on receipt of SAE from the District Clerk, District Education Office, Penzance Road, Camborne, Cornwall, TR14 7QD.

## Main Scale

Experienced teacher required for Reception/Infant class. Applicants to have some musical experience. The post is available from 19th April 1988. Application forms/further details are available from the Headteacher on receipt of SAE.

## Main Scale

Teacher required for this 2-form entry modern junior school. The post will be for lower juniors in the first instance and will be available from the commencement of Summer Term 1988. Please state special interests. Application forms/further details are available on receipt of SAE from the District Clerk, District Education Office, Alington House, Alington, Penzance, Cornwall, TR15 4JJ. There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

# CORNWALL COUNTY COUNCIL

## EDUCATION COMMITTEE

## HAVERING

LONDON BOROUGH OF HAVERING  
EDUCATION COMMITTEE  
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## HAVERING

LONDON BOROUGH OF HAVERING  
EDUCATION COMMITTEE  
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## HAVERING

LONDON BOROUGH OF HAVERING  
EDUCATION COMMITTEE  
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## EDUCATION DEPARTMENT

REQUIRED FROM JANUARY 1988:  
MULTI-CULTURAL EDUCATION SERVICE  
SECONDARY CURRICULUM DEVELOPMENT ORGANISER  
INCENTIVE ALLOWANCE

Applicants are invited from enthusiastic teachers with relevant experience to lead a team of part-time staff working on a variety of Multi-Cultural Projects in Secondary Schools. The post demands a high level of organisational ability and a willingness to work collaboratively with colleagues to develop a more global and Multi-Cultural approach to education.

## MORETON COMMUNITY SCHOOL

SPECIAL NEEDS - MAIN SCALE

Temporary full time teacher required from January 1988 for one term in this 11-18 Comprehensive School with a young, committed and caring staff and distinctive policies on key educational issues. It has about 710 pupils on roll and is situated on a prominent site in the northern area of the borough.

## MUSIC TEACHER

REQUIRED FROM JANUARY 1988:  
VIOLIN TEACHER - MAIN SCALE (RE-ADVERTISEMENT)

This post will be based at the well-established Wolverhampton Music School and will involve teaching in primary and secondary schools and will include working with one of the orchestras organised by the Music School. Various teaching methods (including Suzuki) are in use in the string department, and it is important that candidates demonstrate a commitment to curriculum developments in Music Education.

## VIOLIN TEACHER

MAIN SCALE

Permanent part-time teacher required for 17 hours weekly. Application forms and further details are obtainable by sending a stamped addressed envelope to the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to be returned within 14 days of this advertisement.

## WOLVERHAMPTON

the pace setter

# Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community. Unless otherwise stated the following are required for the 1st May, 1988, and the closing date is 10th December, 1987.

## Home - Economics

## Main Scale

Application forms/further details from the Headteacher at the relevant School (unless otherwise stated). (SAE please).

## COUNTY SECONDARY SCHOOLS

Re-Advertisement  
BRIERFIELD MANSFIELD COUNTY HIGH  
Eland Road, Brierfield (794 on Roll)  
MATHEMATICS - MAIN SCALE + INCENTIVE ALLOWANCE B. Mathematics Graduate required.

## LYTHAM ST ANNES COUNTY HIGH

Worsley Road, Ansdell, Lytham St Annes (1,263 on roll including 129 in 6th Form). Required 1st January, 1988, or as soon as possible thereafter.

## TWO POSTS - MAIN SCALE

1. ENGLISH TO 'A' LEVEL  
2. BIOLOGY TO 'A' LEVEL

## APPOINTED TO DISTRICT AND ATTACHED TO

PRESTON NORTHLANDS/PARKLANDS HIGH  
Moor Park Avenue, Preston (377/270 on Roll)  
Required 1st January, 1988 or as soon as possible thereafter.

## HOME SCHOOL LIAISON - MAIN SCALE

To work between the two schools 0.5 in each. Application forms/further details from/returnable to District Education Officer, 58/60 Guildhall Street, Preston.

## NELSON EDGE END COUNTY HIGH

Hibson Road, Nelson (885 on Roll)  
Required 1st January or 1st May, 1988.  
BIOLOGY - MAIN SCALE. Ability to teach to GCSE. Application forms from/to District Education Officer, Market Street, Nelson.

## COLNE PRIMET COUNTY HIGH

Dart Street, Colne (721 on Roll)  
TWO POSTS - MAIN SCALE  
1. ENGLISH AS SECOND LANGUAGE CO-ORDINATOR - MAIN SCALE  
2. Re-Advertisement PHYSICAL SCIENCE. Experienced teachers of newly qualified graduates welcome.

## SKELMERDALE GLENBURN COUNTY HIGH

Yewdale, Southway, Skelmerdale. (883 on Roll)  
Required 1st January, 1988 to 31st August, 1988  
TWO POSTS (TEMPORARY) - MAIN SCALE  
1. PHYSICS  
2. CHEMISTRY (both posts up to GCSE level)

# Leicestershire

Please contact the Headteacher for further details and application forms (s.a.e. please). Applications are invited from teachers wishing to Job Share, either individually or as a pair. Aileen and Afro-Caribbeans are under represented in this area of the council's work and are therefore particularly encouraged to apply.

## SECONDARY

### DEPUTY HEADSHIP

BURLEIGH COMMUNITY COLLEGE, Thorpe Hill, Loughborough, Leics. (11-18) NOR 1386. Principal Mr. K. Foreman, Group 12. (NOR 1300).

### Required April 1988, a Vice Principal with a special interest in student affairs, to share in the management of this large and lively Community College. The post offers wide experience of all aspects of senior management as a preparation for Headship.

Closing date: 11th December 1987.

### BARNETTON COMMUNITY COLLEGE, Strasseburg Drive, Beaumont Leys, Leicestershire LE4 8ET (11-18) NOR























## Other than by Subject Classification

### Other Assistants

#### ANGLSEY "INDEFATIGABLE"

Required for January 1988; two members of staff.

1. New post: to teach Computer Studies to G.C.S.E. level; emphasis to be on practical, "hands on" approach.

2. Outdoor Pursuits Instructor, well qualified in mountaineering, sailing, canoeing, life-saving & school sports, to join existing team.

Salaries in accordance with new Teaching Pay and Conditions Act 1987.

A 3-bedroom house on the school estate is provided for each member of staff, free of rent and rates. In lieu of payment for excessive weekend and overnight responsibilities on a rota basis. All staff are required to play a full part in the life of this school of 150 boys aged 13-16, all boarders.

The School is situated in beautiful surroundings on the shore of the Menai Strait. School activities take full advantage of the fine environment and nearby mountains of Snowdonia.

Letter of application, including C.V. and names and addresses of two referees, to: Captain J. P. Jones, Independent, 15, Llanfairpwll, Gwynedd, LL51 1AB. To arrive not later than 4th December.

## BETHANY SCHOOL, GOUDHURST, KENT SHMIS - 280 boys, 11-18, chiefly boarding

Applications are invited for the following posts for January, April or September 1988:

**Head of Extra English Department** (dyslexic work with boys of good intelligence). Vacancy occurs following the tragic death of Mr. Richard Ashlin.

**Assistant in History Department, including A Level work.**

Boarding school commitment essential, cultural and sporting (rugby, cricket) expertise welcome.

Own salary scale above Baker. Full C.V. and two referees to Headmaster, from whom further details are available.

(52127)

## LA RETRAITE PREPARATORY SCHOOL SALISBURY I.A.P.S. Group 2 Girls 3-11, Boys 3-7 HEADTEACHER

The Governors invite applications for the above post for September 1988, following the retirement of the present Headmistress. The post includes Class Teaching in the 7-9 years age range.

Roman Catholic preferred.

Further details available from The Headmistress, La Retraite Preparatory School, St. Mark's Avenue, Salisbury, SP1 3DF. Tel: 0722 333047

(52242)

described in the report as "public schools", comprise

## Deputy Headships (Inc. Second Masters/ Mistresses)

### Headships

#### LIVERPOOL CARLETON HOUSE PREPARATORY SCHOOL

HEAD TEACHER  
As a result of the impending retirement of the present Headmistress, the Management Committee of Carleton House, wish to appoint a new Headmistress to take over the school on 1st September 1988. Carleton House is an independent Catholic Preparatory School, open to boys and girls of all denominations between the ages of 4 and 11.

Applications for this challenging and rewarding post (to include full curriculum vitae and the names and addresses of at least 2 referees) should be sent to: The Secretary of the Management Committee, Carleton House, Lynnhurst Road, Liverpool L15 8AQ. Closing date for applications 5th December 1987.

Previous applicants will be considered and need not apply. (35073) 200010

#### SURREY BELMONT SCHOOL

Holmbury St. Mary, Dorking

Applications are invited for the post of HEAD which will become vacant on 1st September 1988 following the retirement of Mr. Michael Borrell.

Belmont is a Group 3 I.A.P.S. School for Boys and Day Boys aged 4 to 13. A 2 bedroom modern house in school grounds is provided.

Full details with application form may be obtained from the Trust Secretary, N.M. Allen, The Preparatory School, Guildford Road, Leatherhead, Surrey KT22 9AX. (47171) 200010

### By Subject Classification

#### Art and Design

#### Other Assistants

#### NORTH YORKSHIRE

CATTERHAL  
Oglethorpe Road, North Yorkshire YO24 0DD  
Tel: 01937 552400

(I.A.P.S. Mixed, Boarding/Day, 130 pupils) The Preparatory School, OGLETHORPE ROAD, CATERHAL, NORTH YORKSHIRE YO24 0DD

Required for April 1988: qualified teacher of Art and Design, to take over the post of the retiring Headmistress. The possibility of some part-time teaching. Must be prepared to teach the first three years of the Q.U.E.S. Art course, and a thriving department, requiring a person of energy and initiative. The life of the boarding school, ability to assist with games a recommendation.

Salary: Oglethorpe Scale, Resident single, or married, accommodation available.

Apply in writing with full C.V., names and telephone numbers of two referees, to the Headmaster. (47565) 201294

## FONTHILL SCHOOL TRUST LIMITED SUSSEX HEAD

Required for Autumn Term 1988.

FONTHILL LODGE is a private co-educational pre-prep and girls' Preparatory day School, with 130 children.

Applications are invited by 18th December, 1987, for suitably qualified candidates for the post of Head, able to take advantage of exciting prospects for expansion.

For further information, please write to: A.S. Day, Esq., Chairman of the Governors, c/o Fonthill Lodge, Coombe Hill Road, East Grinstead, Sussex

(52305)

described in the report as "public schools", comprise

### Other Assistants

#### NORTHAMPTONSHIRE

WELLINGBOROUGH JUNIOR SCHOOL  
Boarding/Day 8-13, 370 pupils co-educational  
Required in September 1988 as a qualified Mathematics teacher of mathematics for the 10-11 year age group to be a member of a successful team and able to offer extra-curricular interests including games, chess, and other sports.

Applications with C.V. and names of two referees to the Headmaster, The Junior School, Wellingborough School, Northamptonshire NN8 2BU. (47342) 203424

### Classics

#### Other Assistants

#### WEST SUSSEX

WINDLESHAM HOUSE  
Washington, Pulborough, West Sussex RH20 4AY  
Required September - Teacher of Latin and Greek, to take the subject for boys and girls, 11-13, ability to instruct and to take on extra-curricular activities. Salary commensurate with experience and qualifications.

Further details available from the Headmaster, to whom applications with names and addresses of two referees should be sent. (32024) 203424

### Modern Languages

#### Heads of Department

#### NORTHAMPTONSHIRE

WELLINGBOROUGH JUNIOR SCHOOL  
Boarding/Day 8-13, 370 pupils co-educational  
The post of Head of French falls vacant in September 1988. The school seeks to continue the success of this department by appointing an enthusiastic well-qualified specialist who will also be willing to assist in extra-curricular activities and games coaching.

Salary commensurate with experience and qualifications. Applications with C.V. and names of two referees to the Headmaster, The Junior School, Wellingborough School, Northamptonshire NN8 2BU. (47342) 203424

### Other Assistants

#### LONDON N12

ST. ALBAN'S PREPARATORY SCHOOL  
Woodside Lane, North Finchley N12 8BY  
Tel: 01-449 3333

Required from January 1988 or as soon as possible a teacher of French for children aged 13 years. We are looking for a teacher able to take the subject to a high standard and to be responsible for the French curriculum and to be able to offer extra-curricular activities and games coaching.

Salary commensurate with experience and qualifications. Applications with C.V. and names of two referees to the Headmaster, St. Alban's Preparatory School, Woodside Lane, North Finchley N12 8BY. (47398) 203624

### SURREY

STANLEY SCHOOL  
Chichester Road, Dorking, Surrey RH4 1LR  
Required for April 1988, an enthusiastic teacher, able to be responsible for Mathematics and Science. Full-time or part-time. Please apply to the Headmaster with C.V. and names and addresses of two referees. (47565) 203418

### SURREY

STANLEY SCHOOL  
Chichester Road, Dorking, Surrey RH4 1LR  
Required for April 1988, an enthusiastic teacher, able to be responsible for Mathematics and Science. Full-time or part-time. Please apply to the Headmaster with C.V. and names and addresses of two referees. (47565) 203418

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### Physical Education

#### Other Assistants

#### SUFFOLK

NOWTON COURT  
Bury St. Edmunds  
Required for September 1988, a qualified Physical Education teacher to take the subject for boys and girls, 11-13, ability to instruct and to take on extra-curricular activities. Salary commensurate with experience and qualifications.

Further details available from the Headmaster, to whom applications with names and addresses of two referees should be sent. (32024) 203424

### SURREY

LANESBOROUGH SCHOOL  
Junior Department of the Royal Grammar School, Clarendon Road, Basingstoke, Hampshire RG24 0AA. Tel: 01256 350000

Required for September 1988, a qualified Physical Education teacher to take the subject for boys and girls, 11-13, ability to instruct and to take on extra-curricular activities. Salary commensurate with experience and qualifications.

Further details available from the Headmaster, to whom applications with names and addresses of two referees should be sent. (32024) 203424

### Modern Languages

#### Heads of Department

#### NORTHAMPTONSHIRE

WELLINGBOROUGH JUNIOR SCHOOL  
Boarding/Day 8-13, 370 pupils co-educational  
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Salary commensurate with experience and qualifications. Applications with C.V. and names of two referees to the Headmaster, The Junior School, Wellingborough School, Northamptonshire NN8 2BU. (47342) 203424

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Required for April 1988, an enthusiastic teacher, able to be responsible for Mathematics and Science. Full-time or part-time. Please apply to the Headmaster with C.V. and names and addresses of two referees. (47565) 203418

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### PREPARATORY SCHOOLS

#### continued

#### ISLE OF WIGHT

PARTLANDS SCHOOL  
Portland Avenue, Ryde, Isle of Wight  
Under new management. Independent, non-denominational day school for boys and girls aged 3-16. roll 150. Full-time Class Teacher Required for January 1988. (ages 5-8 years).

1. Part-time Class Teacher for Junior School. (ages 5-8 years).

2. Full-time Class Teacher for Junior School. (ages 5-8 years).

3. Full-time Class Teacher for Junior School. (ages 5-8 years).

#### LONDON NW11

THE KING ALFRED SCHOOL  
Est. 1898  
We are looking for this co-educational day, all-age (4-18), non-denominational, independent, national school. 236 boarders; 130 boarders. Age range: 6-18. A Teacher is required to teach in the Preparatory Department which has 40 boys and girls, aged from 5-11.

The post is residential in one of the Senior girls boarding houses and is available on a full-time basis from January 1988. The teaching commitment will not be more than 20 hours per week. Further details are available from the Headmaster, Benthams School, Benthams, Lancashire LA2 7DB. (05246) 205784

#### LONDON SW18

RICHFIELD SCHOOL  
256 Trinity Road, Wandsworth Common, London SW18 3RQ  
Required for April 1988 a class teacher for 7-8 year olds. Applications and C.V. to the Headmaster. (47461) 205784

#### LONDON SW7

THE HAMPSHIRE SCHOOL  
London SW7  
Experience, qualified and enthusiastic CLASS TEACHER required for JANUARY 1988 to work with a small, bright and responsive group of 5 to 6 year old children.

Apply in writing with names and addresses of two referees to the Headmaster, The Hampshire School, 63 Elm Grove, London SW7 1NN. (02033) 205784

#### READING

THE ABBEY SCHOOL  
Reading  
Required in April 1988. A qualified member of staff to take charge of a form of 10-12 year olds. Burnham Scale.

Applications, with full curriculum vitae, marked confidential should be sent to the Headmaster, The Abbey School, 17 Kerdick Road, Reading RG1 5DE. (4159) 15754

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described in the report as "public schools", comprise

### PREPARATORY SCHOOLS

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Experience, qualified and enthusiastic CLASS TEACHER required for JANUARY 1988 to work with a small, bright and responsive group of 5 to 6 year old children.

Apply in writing with names and addresses of two referees to the Headmaster, The Hampshire School, 63 Elm Grove, London SW7 1NN. (02033) 205784

#### READING















## Youth and Community Service

**BRISTOL**  
UNION OF BRISTOL  
RESIDENTIAL YOUTH  
CENTRE  
Wroughton, Swindon  
Returned as soon as possible  
Personnel, preferably Youth  
Worker or Teacher, able to run  
the Centre and co-ordinate in  
the development of the  
Dorset County Council  
Salary  
Details from: Dorset  
County Council, Education, 23  
Great George Street, Bristol  
NS1 3QZ.  
Applications by 17th Decem-  
ber 1987. (47374)

**LONDON**  
OXFORD & ST GEORGES  
NORTH LONDON JEWISH  
COMMUNITY CENTRE,  
speaks an innovative 2nd  
order of service, but ex-  
perienced applicants are in-  
vited to reply. The position  
will be principally youth  
worker with the five youth  
centres. JNC salary scale.

**DEVON**  
Please see main advertisement  
on page 81. (08752) 440000

## NORTH YORKSHIRE

County Youth Service  
COMMUNITY YOUTH  
WORKER  
Qualified, experienced and  
enthusiastic youth worker  
full time post, JNC scale 3.  
The post is based at Sub-  
urban Youth Centre, situated  
in the centre of the market  
town. The Youth Centre  
embraces a broad range of  
opportunities and services  
for large numbers of young  
people in the town and the  
surrounding rural areas.  
Application forms and  
further details (see page 81)  
from the County Education  
Officer, Room 605, Educa-  
tion Department, County  
Hall, Northallerton, DL7  
9JL. Closing date 440000

## NORTHAMPTONSHIRE

COUNTY COUNCIL  
YOUTH SERVICE  
CONJUNCTION WITH  
BOYS' CLUB OF  
NORTHAMPTONSHIRE  
YORK  
Applications are invited from  
qualified, experienced Youth  
Workers to replace a worker  
who has been promoted within  
the County. The new worker  
will be seconded to Boys'  
Club of Northamptonshire  
in a unique scheme develop-  
ing work in the town of  
Northampton. The worker will  
be a member of a team involved  
in a variety of activities and  
training. Under an organ-  
ised scheme the worker will  
briefly include working with  
young men wherever they are  
in the town. The worker will  
also be expected to develop  
particular responsibility for  
Kings Heath Adventure Club  
and be expected to develop  
work within the centre, its  
community and other areas.  
The Youth Work is based in  
purpose built premises which  
were erected on a large por-  
tion of the town's old work-  
ing class estate. The pre-  
sent Club has a lively pro-  
gramme, is well attended by young  
people from the estate and has  
an active supporters associa-  
tion who provide leadership  
and financial support. Salary  
payable will be in accordance  
with the Joint Negotiating  
Committee scale for qualified  
youth workers level 2 Scale 3  
point according to experience.  
Application forms and fur-  
ther details can be obtained  
from: David T. Leslie, Educa-  
tion Secretary, Boys' Club of  
Northamptonshire, 9 Gille-  
dune Road, Northampton NN1  
1DP. Tel: (0604) 24611. Ext.  
19.  
Closing date for  
applications: 10th December  
1987.  
The Northamptonshire  
County Council welcomes ap-  
plications from ethnic  
origins, sex, marital status or  
disability. (25032) 440000

## DORSET COUNTY YOUTH SERVICE

**OUTREACH WORKER  
POST - POOLE**  
Applications are invited for the post of Outreach Youth  
Worker in Poole. This post concerns work with  
unemployed young people in the Poole area with par-  
ticular reference to those on Youth Training Schemes. The  
post holder will also be responsible for the operation of a  
"Drop-In" Centre in the Town Centre. The successful  
applicant will use a qualified Youth and Community Worker  
who has demonstrated good youth service experience and  
an appetite for hard work, innovation and a flexible and co-  
operative approach to work both with young people and  
adults in a team setting.  
Salary Scale JNC level 2 Points 3 to 11. Assistance  
given with removal and disturbance expenses in  
approved cases. For informal discussion about the  
post, further particulars and application forms,  
please contact the Area Youth Officer, Ken Perkins,  
at 3 Park Road, Poole, Dorset BH15 2SL. Telephone  
(0202) 743800 Ext. 1657.



## Warwickshire County Council

**YOUTH SERVICE**  
Readvertisement - previous applicants need not apply  
Salary scale JNC Level 3, points 1-5, £13,000 - £14,000  
1. MULTICULTURAL YOUTH WORKER  
(ref. PSS/PAW/MYV)  
Applications are invited from qualified Youth and Com-  
munity Workers or teachers for the above newly-created  
post in the Northern Area of the county, which is being  
offered initially on a five-year contract.  
The postholder will have an area-wide brief to support and  
develop new and existing areas of work with young people  
from ethnic communities, and to develop programmes of  
youth work on race issues in all organisations.  
For an informal discussion telephone the Area Youth  
Officer, Bryan Eds on 0203-282815.  
2. DISTRICT YOUTH WORKER, WOLSTON  
(ref. PSS/PAW/DYW)  
Applications are invited from qualified Youth or Com-  
munity Workers or Teachers for the above post based in a rural  
salting midway between Coventry and Rugby. Candidates  
will need to have a particular interest in the development of  
youth work within rural communities as well as sufficient  
experience in the supervising of part-time staff in two small  
centres.  
Application forms and further particulars for both posts  
are available from the County Education Officer, 22 North-  
gate Street, Warwick, CV34 4SR, tel. Warwick 410410, ext.  
2557, or write enclosing S.A.E. (9" x 6") clearly stating refer-  
ence of the post in which you are interested.  
Closing date 11th December, 1987.  
WARWICKSHIRE IS AN EQUAL  
OPPORTUNITIES EMPLOYER

## LOCAL EDUCATION AUTHORITY ADMINISTRATION

**DEVELOPMENT OFFICER**  
Educational Provision for the Unemployed  
£14,130 - £15,933 (Burnham Head of Dept II Scale)  
The Lincolnshire LFA is seeking a Development Officer to continue the  
development of the 'Line-up' project relating to education for the adult  
unemployed. The postholder will co-ordinate countywide networks for  
education and training provision for the unemployed, and be involved  
in initiatives for redundancy counselling and Training Access Points.  
Applicants should be graduates or equivalent, be self-motivated, have  
experience of work in education and should demonstrate an  
understanding of the unemployed.  
The project is funded through an Education Support Grant until  
30th April 1989 subject to confirmation of funding from the D.E.S.  
Application forms and further details are available from the  
Director of Education (Ref 9C/AA), County Offices, Newland,  
Lincoln LN1 1YQ. Telephone (0522) 552222 ext. 3611 to  
whom completed applications should be sent by  
December 11th 1987.



## County Training Manager

**£12156**  
A challenging opportunity in the KEY Community Pro-  
gramme, which is funded by the Manpower Services Com-  
mission and provides opportunities for the long term  
unemployed to become involved in a wide range of work  
experience and relevant training, to co-ordinate and develop  
the training elements of the Scheme which operates from six  
Centres across the County and caters for 1350 places.  
Working from Maidstone as your base, you will therefore  
need a current driving licence and use of a car, for which an  
allowance is payable.  
Your responsibilities will include organising and providing a  
comprehensive training package on a County and local basis,  
operating budgetary control of training money, negotiating  
with Manpower Services Commission on training issues and  
planning and developing job creation opportunities through  
the KEY Schemes.  
If you feel you have the relevant experience and qualifications  
to take on this challenge and can show commitment to the  
training of the long term unemployed and an innovative  
approach to the development of job opportunities, then we  
would like to hear from you.  
Job description and application form, returnable by 7  
December, from the County Education Officer, F5,  
Springfield, Maidstone, Kent, ME14 2LJ, telephone (0622)  
671411 ext 2584.  
The post is for an undetermined  
period and will be subject only whilst  
the Scheme is in being. Preference  
will be given to the long term  
unemployed. (52249)



## WALTHAM FOREST COLLEGE

**Chief Administrative Officer**  
P04 (under review) £18305 to £17611 p.a.  
We are seeking a dynamic manager with ideas and initiative.  
The Chief Administrative Officer is a member of the College  
executive team responsible for all College non-teaching  
staff and for the College administration and finance.  
Waltham Forest College is a Group B College with over 250  
full time teaching staff and over 200 support staff. The Col-  
lege serves a wide area of North East London and the Home  
Counties as well as recruiting overseas students.  
Candidates must have had senior administrative experience  
in a College or related commercial environment together  
with appropriate professional qualifications. They must be  
able to demonstrate strong qualities of personal leadership  
with the ability to communicate effectively and harmoni-  
ously at all levels in order to motivate staff.  
Please quote ref: Q889/TES.  
Waltham Forest is a multi-racial area, and we are anxious to  
ensure this is reflected in our workforce. We welcome ap-  
plications from people regardless of race, colour, creed, ethnic  
or national origins, age, disability, marital status, sex or  
sexual orientation.  
Application form and job description from Recruitment  
Officer, Personnel Department, Town Hall, Walthamstow,  
London, E17 4JF. Telephone: 01-531 8898 (24 hour answer-  
ing service).  
Closing date: 18th December 1987. (53478)



## HERTFORDSHIRE

**Dacorum Teachers' Centre**  
Gadebridge Road, Hemel Hempstead, Herts  
Leader: Ms A Osler  
**Deputy Teachers' Centre Leader**  
Teachers' centres in Hertfordshire offer a wide range of facilities  
and activities in response to the needs of local schools and are  
also an important part of the County's in-service training  
provision. They form part of the Advisory and INSET service and  
leaders are responsible to the Chief Adviser.  
From 12th April 1988 we will require a Deputy Leader who is  
able to make a positive contribution to the management and  
development of this important area of the service. Applications  
are sought from suitably qualified and experienced primary or  
secondary teachers. Salary is Teachers' Main Scale plus B  
Allowance (£1,002) plus London Fringe (£308) per annum. The  
County Council also has an attractive relocation package.  
Further details and an application form may be obtained  
from Education Staffing Section, County Hall, Hertford  
SG13 6DF, quoting reference AA/061, or by telephoning  
0962 558227. Completed applications should be returned by  
11th December 1987. (53400)

# L.E.A. ADMINISTRATION continued

## Oxfordshire County Council

AN EQUAL OPPORTUNITY EMPLOYER  
- Workplace Nursery available in Oxford -  
EDUCATION DEPARTMENT

Applications are invited for some new posts as:

(A) ASSISTANT EDUCATION OFFICERS  
(B) COMMUNITY EDUCATION DEVELOPMENT OFFICERS  
on a salary scale from £17,574 - £18,788 per annum  
(£17,570 - £18,194 w.e.f. 1.2.88.)

The successful candidates will have specific managerial  
responsibility in the sphere of (A) the education of pupils  
aged 6-19 and (B) community education, within a defined  
geographical area of the County. However, they will also be  
expected to work as part of a small team contributing to  
the whole range of educational activities within their area.  
Due to major reorganisation vacancies may also occur for:

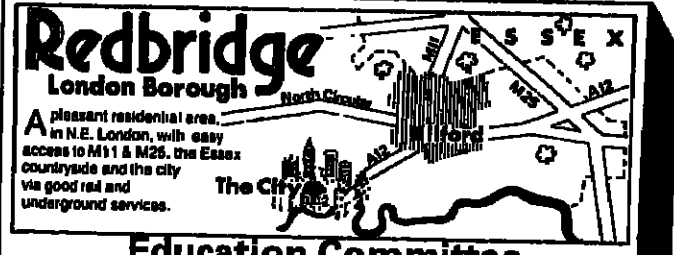
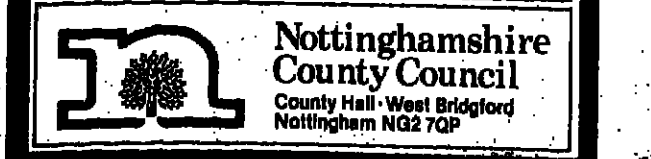
(C) ASSISTANT EDUCATION OFFICERS (FURTHER EDUCATION)  
Salary up to a maximum of £18,788 p.a.  
(up to a maximum of £18,194 w.e.f. 1.2.88.)

Applicants for all posts should be graduates and have  
proven ability in two or more of the following: Schools,  
Colleges of F.E., Youth Work, Adult Education, Recreation,  
Education Management & Administration.  
Candidates should state which post(s) they would prefer.  
A removal package of up to £3,000 + actual removal costs  
may be available.

Applications would be welcomed in particular from mem-  
bers of ethnic minorities as they are under-represented at  
this level (Section 38 of the Race Relations Act applies).  
Application forms and further particulars are available  
from the Chief Education Officer, Oxfordshire County  
Council, Meadowfield House, New Road, Oxford,  
OX1 1NA, or by telephone to Mrs P Adsett on Oxford  
816131 to whom completed forms should be returned by  
Wed. 9th December, 1987. (53398)

## Principal Education Welfare Officer

(Education Committee Personnel Group)  
£14,769-£15,966 p.a.  
Required from April 1988 to head the Educational  
Welfare Service in Nottinghamshire, which includes 9  
Senior Educational Welfare Officers and 48 Education  
Welfare Officers/Education Liaison Officers.  
Applicants (male or female) should have recognised  
management experience with a sound knowledge of the  
role, functions and trends in the Education  
Welfare Service and be familiar with recent  
developments as they affect such a Service. The  
successful applicant will require good administrative,  
communicative and leadership skills, the ability to  
foster and maintain effective liaison with other  
agencies and a flexibility of approach to problem  
solving, supported by a genuine desire to promote  
and develop the provision of a welfare service to  
children and their families. Possession of a C.O.S.W. is  
desirable along with 5-10 years experience in a  
welfare agency, preferably Education Welfare.  
Application forms and further details are available  
from the Chief Education Officer, at County Hall,  
Closing date 14 December. Please quote ref.  
Q17/PWQ/145.  
An Equal Opportunity Employer.



**Education Committee Appointment of Adviser for Religious Education**  
(Currently, Soulbury Scale points 10-13 + London Allowance, £20,046 - £21,546 p.a.)

Applications are invited for the above post from  
candidates who have had wide and successful R.E.  
teaching experience and who hold, or have held, a  
post of substantial responsibility within a school.  
The present R.E. Adviser retired recently and it is  
hoped that his successor will take up appointment  
as soon as possible.

The authority recently published a new Agreed  
Syllabus, which takes into account the multi-faith  
nature of the Borough, and the new adviser will  
have a very important part to play in the  
implementation of that Syllabus.

Candidates should have high educational  
standards, be hardworking and enthusiastic and be  
keen to work as a member of a team. Redbridge is  
committed to the development of a broad, relevant  
and coherent curriculum for all pupils and its  
advisory and central support services are seen as  
having an important role to play in this and in  
maintaining and improving educational standards  
generally.

Generous relocation allowances are available under  
the Council's recently revised scheme.  
This is a readvertisement. Previous applicants for  
the post will be reconsidered automatically and  
need not reapply.

Further particulars and an application form can be  
obtained from the Director of Educational Services,  
Education Offices, 255/259 High Road, Ilford, Essex.  
IG1 1NN.

The closing date for the receipt of completed forms  
is Monday, 14th December 1987. (53387)

## DIRECTOR TECHNOLOGY THROUGH HOME ECONOMICS PROJECT

Salary: £19,251-£20,751  
Soulbury points 10-13  
The local education authorities in the south west are  
undertaking an exciting new initiative with the MSC to  
identify ways in which an understanding of technology  
can be developed through Home Economics and to  
identify opportunities for technology focused cross  
curricular initiatives between Home Economics and  
other curricular areas such as CDT and Science.  
The project will be expected to produce, test and  
evaluate curriculum resources particularly for students  
aged 14-18 in schools and colleges and related  
management training packages.  
We are looking for someone preferably, but not  
necessarily, with a background of Home Economics  
teaching in schools or colleges who has the capacity to  
lead a project which could have national significance.  
Subject to the final approval of MSC, the project will start  
on 1st April and run for three years with the Director  
being on a three year fixed term contract.  
Further details and application forms are available  
from the Chief Education Officer, Shire Hall,  
Gloucester GL1 2TP. Telephone: Gloucester 425489  
(24-hour).  
Closing date: 18th December 1987.



The County Council is an equal opportunities employer  
and positively welcomes applications from all sections  
of the community.

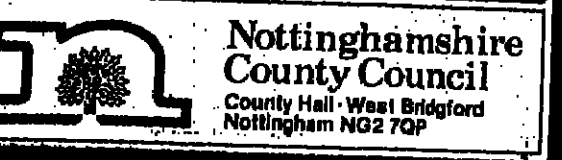
it's not all  
**PORTSMOUTH**  
that will interest,  
stimulate and develop  
the potential of users  
your centre?  
...offer particular skills or expertise in say  
recreation (wet or dry), social education,  
community arts or special needs that can  
contribute to our services in the neighbourhood  
and citywide?  
Our job pays well, £9800 to £13000, but  
demands a lot from you. Our staff get  
professional support, in-service training  
opportunities and work in a thriving South  
Coast City combining the attractions of a  
Heritage Resort with the energy of urban city life.  
If you are interested in joining our team,  
write or telephone for our information pack to  
the Personnel Office, Directorate of Leisure,  
Guildhall, Portsmouth, PO1 2AD, Tel: (0705)  
834187 quoting  
reference CCS/668.  
**city of PORTSMOUTH**

## Leisure Services Youth and Community Team Leader

**Meadows Urban Team Family of Clubs**  
£13,400-£15,000 p.a.  
If you are an experienced and qualified Youth Worker  
(male or female), a competent organiser and Manager  
able to motivate and support other adults, this post  
could be for you! The post offers considerable scope  
for imaginative development and requires someone  
who is able to use initiative. The Team Leader will be  
supported by clerical assistance, will be responsible  
for nine Leaders in Charge sessions, a Daytime  
Opening Centre for the Unemployed and will be  
expected to continue the development of outdoor  
pursuits and girls work with girls/young women in  
this area.  
For further information/informal discussion please  
contact Martyn Livermore, Assistant County Youth  
and Community Officer (South) on Nottingham  
(0602) 824220. Please quote ref. CMB/110/145.

## Outreach Worker

**West Nottingham Urban Team Family of Clubs**  
£8,000-£9,050 p.a.  
A qualified Youth and Community Worker (male or  
female) is required to join our team of workers  
responsible for a variety of work with young people  
on a number of estates on the West side of  
Nottingham. The worker will be expected to  
undertake a limited amount of Centre based work, but  
also to initiate and oversee work with girls and young  
women in the area and also to develop some  
programmes of work with the young unemployed.  
Close supervision and the stimulation of working with  
a professional team will be given.  
For further information contact Martyn Naylor, Team  
Leader, Tel. Nottm. (0602) 282387, Johnny Pridmore  
and John Boddy, Nottingham City Area Office on  
Nottm. (0602) 474004. Please quote ref. CMB/111/145.  
Application forms and job descriptions are available  
by writing to the Personnel Services Section, Leisure  
Services Department, Trent Bridge House, Fox Road,  
West Bridgford, Nottingham, NG2 6BJ, accompanied  
by a self addressed envelope. Closing date  
11 December. Please quote appropriate post title and  
reference.  
An Equal Opportunity Employer.

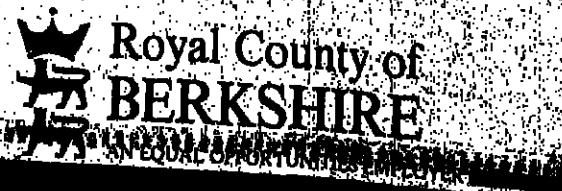


## ARE YOU LOOKING FOR A CHALLENGE?

**District Youth and Community Officer**  
£14,151 to £16,149  
Would you like to join a team of forward looking  
professional staff in a County with a well established and  
developing Youth and Community Service?  
Following promotion of the current postholder, a  
District Youth and Community Officer is required for  
the Reading area. This is one of three District Officer  
posts for the area and offers excellent opportunities for  
in-service training and professional support. Applicants  
should be well qualified and experienced in Youth and  
Community work with proven administrative and  
organising ability.  
Removal expenses in approved cases.  
For informal discussion telephone John Ashdown,  
County Youth and Community Officer, ext. 3640 or  
Geoff Munday, Assistant County Youth and Community  
Officer, ext. 3642 on Reading 875444.

## ARE YOU IN TRAINING? IF SO, JUST LOOK AT THIS!

**Assistant Training Officer**  
YOUTH AND COMMUNITY SERVICE  
£14,151 to £16,149  
Required to assist the County Training and Staff  
Development Officer in the promotion, development and  
delivery of training within the Youth and Community  
Service and to offer support, advice and assistance to  
voluntary Youth and Community organisations in regard  
to training matters. The person appointed will be a  
member of the Youth and Community Officer group.  
Applicants should have considerable training experience,  
together with administrative and organisational skills and  
wide experience of work within the Youth and  
Community Service.  
Comprehensive in-service training and personal  
supervision. Removal expenses in approved cases.  
For informal discussion telephone David Comd, County  
Training and Staff Development Officer, on Reading  
563387 ext. 200, or John Ashdown, County Youth and  
Community Officer, on Reading 875444 ext. 3640.  
Application forms and job specifications for above two  
posts from Director of Education (YCS), Education  
Department, Shire Hall, Springfield Park, Reading,  
RG1 9XE. (SAS Please)





## Education

## Deputy Chief Education Officer

£26,259-£28,887 p.a.

This post, which becomes vacant on 1 January 1988, arises from the appointment of the present postholder as Director of Education for Wolverhampton.

Candidates should be suitably qualified and have had managerial experience at a senior level. The successful candidate will have demonstrated in previous posts that he/she is strongly motivated and committed to the pursuit of high standards. Essential attributes will be a capability to think creatively, even adventurously combined with the administrative flair to implement new ideas. The ability to be able to foster good relationships within the Department, the Authority as a whole and with elected members is also essential.

This post carries an essential car allowance and relocation expenses are payable where appropriate.

This is a re-advertisement and previous applicants need not re-apply.

For further details including method of application, ring the Chief Education Officer at County Hall, Tel: Nottingham (0502) 823524. Closing date 14 December.

An Equal Opportunity Employer.



**Nottinghamshire County Council**  
County Hall, West Bridgford  
Nottingham NG2 7QP

## Local Education Authority Administration

## DERBYSHIRE COUNTY COUNCIL AREA CO-ORDINATOR FOR STAFF DEVELOPMENT

Soulbury Group 7-11 (under review)

To be responsible for the co-ordination of staff development within the Derby and South Derbyshire Local Education Authority.

There would be particular responsibility for co-ordinating in-service training activities within professional centres and institutions based training within schools, colleges and the Area Co-ordinator for Staff Development and work closely with the General Advisers in their Area. The post will be based in either the Area Office or a professional centre in the Area.

Applicants should have a further development and work closely with the Director of Education, Education Department, County Office, Matlock, Derbyshire, by telephoning Mrs A. Jackson on Matlock 54000.

Closing date - 11th December 1987.

The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin, disability, (1982/85)

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## General Administration

## EDUCATION OFFICER

for THE WORDSWORTH TRUST

DOVE COTTAGE

Grasmere

This three year post has been made possible through the support of the Laura Ashley Foundation.

Objectives include:-

1. Liaison with schools and colleges and the establishment of an educational courier service.

2. National promotion of the poster exhibition William Wordsworth and the Age of English Romanticism with a particular commitment to the inner cities.

3. The development of a seminar/poetry reading programme.

Salary by negotiation but within the range £6,000-£12,000 plus accommodation (possibly suitable for a couple).

Please send a full CV with the name and address of at least two referees and a letter indicating current telephone number to Dr. Terry McCord, Wordsworth Trust, Dove Cottage, Grasmere, Cumbria LA23 9BT who will provide further particulars. (1986/87) 500000

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## Education Director

£14,784-£16,458 p.a.

(APT &amp; C Conditions of Service apply)

Afro Caribbean Education Cultural and Study Centre, Nottingham.

The Association of Afro-Caribbean Families and Friends together with Nottinghamshire L.E.A. seek to appoint a well qualified Director for this very exciting project.

Candidates (male or female) must be well qualified in the history and politics of the Caribbean and the United Kingdom. Experience of working with young people and adults, along with an understanding of black people in contemporary society is essential.

Application forms and further details are available (s.a.s.) from the Chief Education Officer at County Hall, Closing date 15 December. Please quote ref. G24.

An Equal Opportunity Employer.

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# EXAMINERS continued



UNIVERSITY OF CAMBRIDGE  
LOCAL EXAMINATIONS  
SYNDICATE

GENERAL CERTIFICATE  
OF EDUCATION EXAMINATION

ADVANCED LEVEL

Applications are invited for the following

CHIEF EXAMINER

Appointment for June 1989:

HISTORY  
(BRITISH SOCIETY, 1815-50)

Further details and application forms may be obtained from: The Secretary, University of Cambridge, Local Examinations Syndicate, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU.

## EDUCATION & RECREATION DEPARTMENT

### Examinations Officer

Scale 5 £9,528 - £10,392 p.a. inclusive of London Weighting  
Merton College

An early appointment is sought of an Examinations Officer to take full responsibility for the organisation, staffing and security of examinations for the College, involving liaison with 16 National Examining Bodies. This is a most complex, confidential and responsible area of operations and the successful candidate must be capable of a high degree of organisation and have the ability to work to deadlines. Previous experience of examination work/further education is desirable.

Application form from the Registrar's Office, (Mrs B Farr), Merton College, Morden Park, London Road, Morden, Surrey, SM4 5QX or Tel. 01 640 3001. Please quote reference F902.

Closing Date: 11th December 1987

LONDON BOROUGH OF  
**merton**

Merton is an Equal Opportunities Employer.  
All applications will be considered on their merits.

LONDON AND EAST ANGLIAN GROUP FOR  
GCSE EXAMINATIONS  
EAST ANGLIAN EXAMINATIONS BOARD  
LONDON REGIONAL EXAMINING BOARD  
UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

GENERAL CERTIFICATE OF  
SECONDARY EDUCATION EXAMINATION  
Applications are invited for the following appointments:

Assistant Examiners  
DANCE-WITTEN

Visiting Examiners  
DANCE-PRACTICAL

Assessors  
HISTORY, SYLLABUS D

Applicants should be graduates or hold appropriate qualifications and should be under 65 with three years' recent teaching experience. Application forms and further details may be obtained from (please state subject): The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed footcap envelope. Completed application forms should be returned by 10 December 1987.

## WELSH JOINT EDUCATION COMMITTEE CYD-BWYLLGOR ADDYSG CYMRU

### Appointment of Examiners

Applications are invited from teachers in schools and in Further and Higher Education, and from other persons with recent experience of teaching, for the following appointments:

- 1988
- GCSE
  - Assistant Examiners in
  - CDT: Technology
  - History
  - Home Economics: Food
  - Physical Education
  - Moderators in
  - English - Written Coursework
  - English Literature - Coursework
  - Visiting Moderators (located in or near Wales) in
  - English - Oral Communication
  - Physical Education
- 1989
- GCSE
  - Chief Examiner in
  - CDT: Design and Realisation
  - Joint Chief Examiner in
  - French

Application forms and further particulars may be obtained from G. Lloyd Jones, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff, CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope be endorsed Examinations. Completed application forms should be returned by 15 January 1988.

## Miscellaneous

A SALES CAREER WITH SUN  
LIFE OF CANADA. Children  
an interesting and rewarding  
future, combining security  
and real opportunity. Full  
training, unlimited prospects  
and executive income. Sui-  
table applicants, aged be-  
tween 24 and 45, can be  
employed in the area of their  
choice. Telephone: Elaine  
Maurice, 02581 841414 or write to  
her at Sun Life of Canada,  
Business View, Harpenden,  
Hampshire, RG21 2JZ. Quoted  
Ref: H.S. 226014. 60000

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BE A WINNER  
JOIN A WINNING TEAM

An international or-  
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opportunity of joining a win-  
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If you are self-motivated,  
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are away? Professional house-  
sitters are available for your  
property in holiday or long-term  
care. For details phone: 0444 475554 or write Dr. Pink-  
ney, P.O. Box 279,  
1900AS Castlemore, Holford,  
185121. 60000

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with course or-  
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of remuneration. In-  
teresting and chal-  
lenging work. No  
experience necessary.  
Knowledge of English  
essential. Salary  
£10,000 p.a. Details  
and application forms  
sent on request. Write  
to: TEFL Recruitment,  
158 Tottenham Road,  
London N1 4JL. Tel:  
434 7475. (03705) 60

UNDERVALUED TEACH-  
ING. Are you satisfied by  
your present salary? If  
not, you may be able to  
improve your position.  
We are looking for expe-  
rienced teachers to work  
in the West Midlands conurbation, and will have an  
interest in maths and science education.  
The ideal candidate will live in the area immediately south of Glasgow.

WE ARE LOOKING FOR  
primary school teachers  
with a minimum of 5 years  
experience. We are offer-  
ing a competitive salary  
and excellent benefits.  
If you are interested,  
please send your CV to  
us. We will be in touch  
if we are interested.  
Write to: The Director,  
Rhodri Jones & Co.,  
111 Hill Lane, Basing-  
stoke, Hampshire, RG21 2XS.  
Tel: (011) 701 1330.  
(225541) 60000

YOUR CV written to high  
standards for success in  
the job market. We will  
also provide a personal  
interview. For details  
write to: The Director,  
Rhodri Jones & Co.,  
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As the UK's leading Educational Equipment Supplier and Educational Publisher, we are as part of our planned growth expanding our Educational Sales Force.

If you are someone who has:

- ★ Teaching experience and/or sales experience and you are also
- ★ Self motivated and energetic

Then you may be the person to fill one of the following vacancies:

## Full time Sales Representative Company car provided

### SOUTH EAST ENGLAND

Selling our educational text-books to primary and secondary schools. The ideal candidate will live in or around the Croydon area.

To find out more about this position, telephone John Mackie on 01-977 7883 between 8pm and 10pm on Monday, Tuesday or Thursday 30th November, 1st and 3rd December. (Previous applicants for this job need not re-apply).

### MIDLANDS Ref. ME (1)

Selling selected products from both our equipment and publishing ranges. The ideal candidate will live in or around the West Midlands conurbation, and will have an interest in maths and science education.

### SCOTLAND Ref. SS (1)

Selling selected products from both our equipment and publishing ranges. This position will ideally suit someone who has already had experience in educational selling. The ideal candidate will live in the area immediately south of Glasgow.

## Part time Representatives

- working 3 days/week - 30+ weeks of the year.
- own transport required.

Vacancies exist in the following areas:

North East London  
West Midlands Conurbation  
North East England - In or around Newcastle upon Tyne

Ref. LPT (1)  
Ref. MPT (2)  
Ref. NPT (3)

Applicants should apply in writing, providing full career details to date including current salary; and reasons why you feel you are suitable to join our sales team.

Please quote at the top of your correspondence the ref. no. of the vacancy you wish to be considered for, plus a telephone number where we can contact you.

All applicants must be in possession of a current driving licence.

Closing date for applications for all the jobs is 7th December 1987.

All letters/CVs should be addressed to:-

Mr. N. C. Mehta,  
Personnel Manager,  
E. J. Arnold & Son Limited,  
Lockwood Way, Parkside Lane,  
Dewsbury Road, Leeds LS11 5TD.

**E J Arnold**

All vacancies are open to all people irrespective of sex, race or disability. (52339)

## Outdoor Education

COURTLANDS CENTRE  
Adventure & Field Study  
Courses. Single or Multi-  
Day. GCSE, A Level & Self-  
paced. Facilities: Courtlands  
Centre, Kingsbridge, Devon  
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(0548) 850000

DEVON  
SUNNYSIDE OUTDOOR  
CENTRE  
The professionals in Outdoor  
Education. Single or Multi-  
Day. Adventure & Field Study  
Courses. Senior & Junior  
Schools. T.V.E.I., V.T.E.I.,  
Management Training, In-  
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For the best in instruction,  
equipment, facilities and value  
Tel: Bideford (03578) 75992  
or write Sunny Lodge, Apple-  
dore, Bideford, Devon EX39  
1ND for brochure. 60000

FOUNDER MEMBER OF BRITISH  
ACTIVITY HOLIDAY ASSOCIATION.  
Our Advert on Page 26.  
(18889)

### MID WALES

RHEIDOL STUDY CENTRE  
FIELD STUDIES TUTOR/  
INSTRUCTOR  
Required from Jan '88 to  
teach GCSE and A Level  
Geography and ave. studies  
to residential students.  
Candidates should possess re-  
levant academic qualifications  
and ideally with teaching ex-  
perience. Possession of a  
clean driving licence is essen-  
tial.

The centre also runs a  
wide range of Outdoor Pur-  
suits and Development Train-  
ing courses. A willingness  
and ability to instruct on  
these would be an advantage.  
The posts are residential  
with single room accom. only  
with full board.

Please apply by letter giv-  
ing full details of qualifications  
and experience to: The  
Director, Rheidol Study Cen-  
tre, Penrhynog, Aberys-  
twyth SY23 5EX. 600000

### QUALIFIED INSTRUCTORS

In Outdoor Activities re-  
quired for February to  
October 1988. We particu-  
larly need R.Y.A., B.C.U.,  
B.W.M., B.M.C., M.L.C.  
qualified/experienced staff.  
Salary is minimum £6000  
plus 10% commission. 5 days  
per week. For details write to  
Mr. J. W. Jones, Bournemouth  
College, Bournemouth, Dorset  
BH1 1AA. 600000

### TUNBRIDGE WELLS

Permanent Instructor/Tutor  
required in busy progressive  
centre running a large variety  
of courses. Good experience/  
qualifications required in at  
least two activities from skit-  
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an advantage. Bowles Out-  
door Centre, Tunbridge Wells  
0882 4157. (47151) 600000

SUMMER AND EASTER  
VACATIONS for supervi-  
sors for children's  
holiday centres in Barrow  
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enthusiastic. Also expe-  
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trekking, swimming and  
other sports. Minibus drivers  
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nurses. Contact: S.E. 25  
nurses. Bournemouth or Tel:  
(0202) 511 514. 60000

### YORKSHIRE

#### MARRICK PRIORY

#### OUTDOOR EDUCATION

#### TRAINING CENTRE

#### ASSISTANT WARDEN

For the first time in  
the history of the priory,  
a period of two  
years commencing 1st  
March 1988 or as soon as  
possible, the appointment  
would be made for a  
person with a minimum  
of 25 years' experience in  
teaching and experience in  
a range of outdoor and en-  
vironmental activities and their use in per-  
sonal development and in  
educational training.  
The work is demanding  
and calls for high levels  
of commitment. The  
priory is an independent  
Charitable Trust under the  
auspices of the Church of  
England.

Details available from:  
The Warden, Marrick  
Priory, Richmond, York  
(47554) DL11 60000

## English as a Foreign Language

### BOURNEMOUTH

#### RA COURSE IN ATTITUDE

#### TO TEACH ENGLISH AS A

#### FOREIGN LANGUAGE AT THE

#### INTERNATIONAL TEACHING AND TRAINING

#### CENTRE, BOURNEMOUTH

#### THE CENTRE RUNS A LARGE

#### INTRODUCTORY COURSE LEADING

#### TO TEACH ENGLISH AS A FOREIGN

#### LANGUAGE TO TEACH ENGLISH TO

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